Sessional Dates

September 1984
7-8 Fall Term begins, all full, part-time, and Concurrent
9 Registration begins at the Auditors Building, Main Hall at 9:00 a.m.
10 Orientation Week begins for Concurrent Year 1 candidates
11-13 Fall term begins for Concurrent Year 2 candidates.
14 Fall term begins for Concurrent Year 3 candidates.
15-16 Registration for the Arts and Science program is for Concurrent Year 2 candidates.
17-19 Registration for Concurrent Year 2 and Year 3 candidates.
20-25 Last date for adding a Fall Term course without approval of the Program Director.
25-26 Last date for dropping a full-term course with approval of the Program Director.
26-30 Fall Term ends

October
3-4 Thanksgiving Day—no classes
5 Fall Term begins
6-10 Last date for course changes—M.M. without Division II approval
11-15 Last date for dropping a Fall Term course—no candidates selected M.M.
16 Final Examinations
31 December

November
1-2 Remembrance Day Service (classes cancelled from 10:30 a.m. to 11:30 a.m.)
3-17 Student Teaching
30 December
31 December

December
30 Full Term begins
31 New Year 1985
6 Winter Term classes begin
30 Last date for adding a Winter Term course without approval of the Program Director.
The Faculty of Education

The origins of the present Faculty of Education date from an event in 1894 when the College was re-incorporated as a separate school. The faculty candidates were selected for the first time academic year. In 1895, the College was again incorporated as a separate school, and in 1903, the faculty was again re-incorporated as a separate school. The faculty candidates were selected for the second time academic year. In 1905, the College was again incorporated as a separate school, and in 1910, the faculty was again re-incorporated as a separate school. The faculty candidates were selected for the third time academic year. In 1915, the College was again incorporated as a separate school, and in 1920, the faculty was again re-incorporated as a separate school. The faculty candidates were selected for the fourth time academic year.

Dorothy McAlister

Dorothy McAlister Hayen

The faculty candidates were selected for the fifth time academic year. In 1925, the College was again incorporated as a separate school, and in 1930, the faculty was again re-incorporated as a separate school. The faculty candidates were selected for the sixth time academic year. In 1935, the College was again incorporated as a separate school, and in 1940, the faculty was again re-incorporated as a separate school. The faculty candidates were selected for the seventh time academic year.

The purpose of the present Faculty of Education is to prepare students for the teaching profession. The faculty candidates are selected for the first time academic year. In 1894, the College was re-incorporated as a separate school. The faculty candidates were selected for the second time academic year. In 1895, the College was again incorporated as a separate school. The faculty candidates were selected for the third time academic year. In 1896, the College was again incorporated as a separate school. The faculty candidates were selected for the fourth time academic year. In 1897, the College was again incorporated as a separate school. The faculty candidates were selected for the fifth time academic year.
Education Programs Leading to Bachelor of Science or Bachelor of Education in Technical Education

One year intensive programs are available in the Faculty of Education leading to Bachelor of Science in Technical Education. The Bachelor of Education program is for students who are already holding a degree in a related field. Some students may wish to qualify for the Bachelor of Education program to teach in the public secondary schools of Ontario. Only students who have completed a four-year university degree may take Education courses concurrently with their Arts and Community Development programs.

Program Requirements

All students are responsible for making decisions that directly affect the lives of young people. Teachers must be strong, moral, wise, and just, while other professionals must act with discipline, wisdom, and self-discipline to uphold their responsibilities. There is no such thing as avoiding the ethical and moral demands of the educational profession; one must act responsibly or face the consequences of their actions. Life is not just a matter of right and wrong, but also of choice and responsibility.

Education involves the profession of teaching. Therefore, students must also maintain a willingness to contribute to the betterment of society by providing education to the poor and underprivileged. This may seem like a negative attitude, but it is necessary for the success of the educational profession. There is a constant need for teachers who are ready to take on the challenges of teaching and guiding young minds.

Understanding students is, of course, a difficult business—each student must understand the student's individual circumstances. However, by understanding the student, the teacher can provide a learning environment that is conducive to the student's development. It is essential to create a learning environment in which the student feels safe and secure. This environment should be one of respect and understanding, in which the teacher and student can share ideas and experiences.

There are many different programs available for students in the field of education. These include programs in educational administration, special education, and early childhood education, among others. It is important for students to choose a program that matches their interests and career goals. Students should also consider the resources available in their community, such as the Ontario Ministry of Education, to help them make an informed decision.
specific admission requirements for the Honors Therapeutic Studies Program include the University's Honors Program Qualification Card. Students must be enrolled in the Honors Program and have a minimum GPA of 3.0. They must also submit a written statement of their academic and professional goals. The statement should include a description of the student's current research interests and future plans. The Honors Program Qualification Card can be obtained from the Honors Program office.

Grading System

Graduate students are evaluated in the following manner: A, B, C, D, F. A grade of A indicates an excellent performance, B indicates a satisfactory performance, C indicates a passable performance, D indicates a below-average performance, and F indicates a failure. Students must maintain a minimum GPA of 3.0 to remain in good standing in the program. Students who fail a course may retake it. However, a student may not retake any course more than once. Students who fail a course more than once will be dropped from the program.

Tuition and Fees

The tuition for the Honors Therapeutic Studies Program is $5,000 per semester. In addition, students must pay a $1,000 per semester administrative fee. Students are also responsible for any books and materials required for their courses.

Admission Requirements

Applicants to the Honors Therapeutic Studies Program must hold a bachelor's degree from an accredited institution. Applicants must also have a minimum GPA of 3.0. They must also submit a written statement of their academic and professional goals. The statement should include a description of the student's current research interests and future plans. The statement should be no more than two pages long. The statement should be written in English and submitted with the application. Applicants must also submit two letters of recommendation. The letters of recommendation should be from professors or professionals who can attest to the applicant's academic and professional abilities. The letters of recommendation should be submitted with the application.

For more information, please contact the Honors Program office at (555) 123-4567 or program@honorsprogram.com.
Courses of Study

Correspondence Study

Course 540: 404: Sociology of Education and American Schools

In this course, students will explore the historical, social, and political contexts of American education. The course will cover topics such as the development of public education, the impact of social movements on education, and the role of education in shaping society.

Course 540: 405: Psychology of Education

This course will introduce students to the fundamental concepts and theories in the field of psychology of education. The course will cover topics such as motivation and learning, cognitive development, and social psychology.

Course 540: 410: Educational Administration

In this course, students will learn about the principles and practices of educational administration. The course will cover topics such as school organization, leadership, and decision-making.

Course 540: 415: Educational Research

This course will provide students with an understanding of the research methods used in education. The course will cover topics such as data collection, analysis, and interpretation.

Course 540: 420: Curriculum and Instruction

In this course, students will learn about the design and implementation of educational curricula. The course will cover topics such as curriculum development, instructional design, and assessment.

Course 540: 425: Special Education

This course will introduce students to the field of special education. The course will cover topics such as identification, assessment, and instruction for students with disabilities.

Course 540: 430: Educational Technology

In this course, students will learn about the integration of technology in education. The course will cover topics such as the use of technology in teaching and learning, and the role of technology in educational reform.

Course 540: 435: Educational Psychology

This course will provide students with an understanding of the psychological principles that underlie learning and teaching. The course will cover topics such as motivation, learning theories, and cognitive development.

Course 540: 440: Educational Policy

In this course, students will learn about the development and implementation of educational policy. The course will cover topics such as education reform, school finance, and equity in education.

Course 540: 445: Educational Leadership

This course will introduce students to the field of educational leadership. The course will cover topics such as school leadership, organizational change, and effective management.

Course 540: 450: Educational Economics

In this course, students will learn about the economic factors that influence education. The course will cover topics such as education as a public good, cost-benefit analysis, and educational finance.

Course 540: 455: Comparative Education

This course will provide students with an understanding of education across different cultures and societies. The course will cover topics such as educational systems in different countries, and the impact of cultural and historical contexts on education.

Course 540: 460: Educational Evaluation

In this course, students will learn about the methods and techniques used to evaluate educational programs. The course will cover topics such as program evaluation, outcome assessment, and impact evaluation.

Course 540: 465: Educational Sociology

This course will introduce students to the sociological perspectives on education. The course will cover topics such as social inequality, socialization, and the role of education in society.

Course 540: 470: Educational Psychology

In this course, students will learn about the psychological factors that influence learning and teaching. The course will cover topics such as motivation, learning theories, and cognitive development.

Course 540: 475: Educational Leadership

This course will introduce students to the field of educational leadership. The course will cover topics such as school leadership, organizational change, and effective management.

Course 540: 480: Educational Economics

In this course, students will learn about the economic factors that influence education. The course will cover topics such as education as a public good, cost-benefit analysis, and educational finance.

Course 540: 485: Comparative Education

This course will provide students with an understanding of education across different cultures and societies. The course will cover topics such as educational systems in different countries, and the impact of cultural and historical contexts on education.

Course 540: 490: Educational Evaluation

In this course, students will learn about the methods and techniques used to evaluate educational programs. The course will cover topics such as program evaluation, outcome assessment, and impact evaluation.

Course 540: 495: Educational Sociology

This course will introduce students to the sociological perspectives on education. The course will cover topics such as social inequality, socialization, and the role of education in society.
Continuing Education Program

The Master of Education Program

Programs leading to a Master of Education degree with specialization in Curriculum and Instruction or Educational Administration are available to those who have completed coursework in the areas of education and other fields. These programs require course work only in a single major field of study.

SPE 570.5 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.

SPE 570.6 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.

SPE 570.7 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.

SPE 570.8 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.

SPE 570.9 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.

SPE 570.10 Practical Peace Production: This course provides a practical approach to solving conflicts by emphasizing the importance of understanding the root causes and implementing strategies to achieve peace. The course will cover topics such as negotiation, mediation, and conflict resolution techniques.