**History of the University**

Queen's University at Kingston...
The Faculty of Education

Faculty of Education 1979-91

Administrative Staff


Academic Program Coordinators


History of the University

The origins of the Department of Education can be traced back to 1890 when the University of Toronto established a branch school in Kingston, Ontario. However, the first formal degree program in education was not established until 1928, when the University of Toronto opened its first full-time teacher education program in the Faculty of Arts and Science. This program was expanded in 1934 to include a two-year program leading to a Bachelor of Education degree. In 1965, the Faculty of Education moved to its current location in the Armitage Building on the University of Toronto Campus.

The Faculty of Education

The University of Toronto is renowned for its strong faculty of education, which includes both the Ontario Institute for Studies in Education and the Ontario Institute for Studies in Research. The faculty offers a wide range of programs, including undergraduate, graduate, and professional degrees, as well as non-degree programs and workshops.

The Faculty of Education is committed to preparing educators who are knowledgeable, skilled, and committed to improving educational outcomes for all students. The faculty is dedicated to fostering a diverse and inclusive community of learners and educators who are empowered to make a positive impact on the world.

Key departments within the Faculty of Education include:

- Curriculum and Instruction
- Educational Administration and Leadership
- Educational Policy and Planning
- Educational Psychology
- Higher Education
- Language and Literacy
- Mathematics Education
- Physical Education and Athletics
- Special Education
- Student Affairs
- Teacher Education

The Faculty of Education is committed to providing high-quality education and training that is relevant, innovative, and responsive to the needs of our diverse and dynamic society.
Admission Requirements – Competitive Programs
Applicants must have completed the requirements for the Bachelor of Education degree at the University of Toronto in two years or have completed the requirements for the Bachelor of Education degree at the University of Toronto in one year. In addition, applicants who have completed the requirements for the Bachelor of Education degree at any other institution must have completed the requirements for the Bachelor of Education degree at the University of Toronto in two years. Applicants who have completed the requirements for the Bachelor of Education degree at the University of Toronto in one year must have completed the requirements for the Bachelor of Education degree at any other institution.

Special Admission
The application process is handled by the Admissions Office in the Office of the Dean. Applicants must submit the following materials:

1. An application form and a non-refundable processing fee of $100 payable by cheque or money order made payable to the University of Toronto.
2. A current resume or curriculum vitae.
3. Two references from teachers or community leaders who can attest to the applicant’s suitability for the program.
4. A letter of intent or a statement of purpose indicating why the applicant wishes to pursue a career in educational leadership.
5. A current copy of the applicant’s academic transcripts.

Admission Decision
The Admissions Committee will review the applicant’s file and make a decision regarding admission. Applicants will be notified of their admission status via email. Applicants who are admitted to the program will be required to submit a non-refundable deposit of $1000 towards their tuition fees and the remaining balance will be due prior to the start of the program.

Further Information
For further information about the Bachelor of Education degree program, applicants are encouraged to contact the Admissions Office at the University of Toronto or visit the University of Toronto’s website at www.utoronto.ca.

Alternative Programs
The Bachelor of Education degree program offers a range of alternative programs designed to accommodate the diverse learning needs and interests of students. These alternative programs include:

- Accelerated Program: Designed for students who wish to complete the Bachelor of Education degree program in three years.
- Co-operative Program: Offers students the opportunity to gain practical experience in the classroom while completing their degree.
- Distance Education: Provides students with the flexibility to complete their degree through online courses.
- International Program: Provides students with the opportunity to study abroad and gain international experience.

For more information about alternative programs, applicants are encouraged to contact the Admissions Office or visit the University of Toronto’s website at www.utoronto.ca.

Access to the Bachelor of Education degree program is open to all students who meet the admission requirements, regardless of background or experience. The University of Toronto is committed to providing a supportive and inclusive learning environment for all students.
Courses of Study

Chapter 23

Coping with Conduct

All students are required to enroll in the University’s Program of Conduct. They should strive to maintain a balance of ways that limit non-participation in disturbances such as street parties which have been formally prohibited by the Senate, adherence to the laws against the use of tobacco and alcoholic beverages, and the regulations of the University. Initial responsibility for the conduct of students in residence is assumed by the President of the University. Secondary responsibility is assumed by the Dean of Student Affairs or the Dean of Undergraduate Studies on behalf of the Senate. Students who violate the Code of Conduct have been barred from the University. Corrective action will be taken in cases involving non-academic discipline in academic setting, and academic discipline, and will be consistent with the School of Student. Any recommendations for expulsion or suspension must be referred to the Senate for approval.

In general terms, acceptable conduct does not include the rights of any member of the University community and conforms to the regular regulations of the University. The President, Student Affairs, and the relevant student organizations have the authority to refer cases of non-academic discipline and academic discipline, and will be consistent with the School of Student.

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to apply the above topics. In addition, each candidate will undertake an individual study program in a subject they are interested in and complete a dissertation. The dissertation can be obtained from the instructor to take another Special Studies course.

SPP 2114 - Human Resources and Organizational Processes
This course is designed to introduce students to the principles and tools of human resources and organizational processes. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in human resources and organizational processes.

SPP 2122 - Educational Leadership
This course is designed to introduce students to the principles and tools of educational leadership. The course will cover topics such as organizational theory, leadership styles, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in educational leadership.

SPP 2131 - Educational Technology
This course is designed to introduce students to the principles and tools of educational technology. The course will cover topics such as instructional design, content development, and assessment. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in educational technology.

SPP 2140 - Special Studies
This course is designed to provide students with the opportunity to study a subject of their choice. The course will be arranged on an individual basis, and students will work with an instructor to develop a study plan. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in special studies.

SPP 2150 - Internship
This course is designed to provide students with the opportunity to gain practical experience in a professional setting. The course will be arranged on an individual basis, and students will work with an instructor to develop an internship plan. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in internship.

SPP 2160 - Independent Study
This course is designed to provide students with the opportunity to study a subject of their choice. The course will be arranged on an individual basis, and students will work with an instructor to develop a study plan. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in independent study.

SPP 2170 - Field Study
This course is designed to provide students with the opportunity to gain practical experience in a professional setting. The course will be arranged on an individual basis, and students will work with an instructor to develop a field study plan. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in field study.

SPP 2180 - Special Topics
This course is designed to provide students with the opportunity to study a subject of their choice. The course will be arranged on an individual basis, and students will work with an instructor to develop a study plan. The course will cover topics such as recruitment, selection, training, development, motivation, leadership, decision-making, planning, organizing, and controlling. Students will be exposed to real-world case studies and will engage in practical exercises to develop their skills in special topics.
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Sessional Dates

September 1991
1. Orientation Week begins for Concurrent Year 1 candidates
2. Full term begins
3. All B.Ed. and B.Ed. in TechEd. and Concurrent first year candidates meet in the auditorium of Tannum McArthur Hall at 9:30 a.m.
4. All students are advised to register in the Jack Keery Centre, Division Street entrance for the B.Ed. and TechEd. candidates and for Concurrent first year candidates
5. Registration for Concurrent Year 1 candidates
6. 1st May - Final deadline for Concurrent Year 1, Year 2, and Year 3 Honours Year 4 conditions
7. October
8. Last date for adding a Fall term course or Fall term course
9. Thanksgiving Day (no classes)
10. November
11. Student Teaching
12. December
14. Winter term begins
15. Last date for adding a Winter term course
16. Last date for dropping a Fall term course or A Winter term course
17. February
18. March
19. April
20. May
21. June
22. July
23. August
24. September

This Calendar is published some months before the opening of the session. Courses and regulations will probably be reviewed and amended, but the University reserves the right to make changes before the start of the session.