



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Committee on Academic Policy and Programs

SPONSOR: Edith Hillan
CONTACT INFO: edith.hillan@utoronto.ca

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AGENDA ITEM: 3

ITEM IDENTIFICATION:

Ontario Institute for Studies in Education of the University of Toronto: Concurrent Teacher Education Program (CTEP)

JURISDICTIONAL INFORMATION:

The Committee recommends to Academic Board changes which are anticipated to have significant impact on relationships amongst divisions.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

The Concurrent Teacher Education Program (CTEP) has developed from a partnership established to enhance the undergraduate student experience by expanding teacher education across U of T campuses. The partnership includes the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT); the University of Toronto at Mississauga (UTM); the University of Toronto at Scarborough (UTSC); the Faculty of Music (MUS); the Faculty of Physical Education and Health (FPEH); and two Federated Colleges – the University of St. Michael's College and Victoria University.

CTEP will be one of the strongest undergraduate teacher preparation programs in the province and is an important initiative in the ongoing improvement of teacher education in Ontario. CTEP draws on the expertise of all the partner groups, and integrates the study of education across a five-year period. At the end of their course of study, graduates from CTEP would earn a Bachelor's degree in Arts, Science, Music, or Physical and Health Education as well as a Bachelor of Education degree. Details regarding the program description and curriculum model are described in detail in the attached documentation, dated February 3, 2006.

UTSC, UTM, MUS, FPEH, USMC, and VIC bring a wealth of knowledge and experience in preparing their graduates for entrance into teaching education while OISE/UT is a recognized provider of excellent initial, continuing and graduate level teacher education programs as well as being a source of high quality scholarship and research in education. Until this initiative, the partners operated their programs in isolation and were unable to benefit from university-wide collaboration.

A Concurrent Teacher Education Program was signaled in OISE/UT's *Stepping Up* academic plan and the involvement of CTEP partners in this initiative is also based in their *Stepping Up* plans.

* Appendices have not been included as part of the governance package but are available from the Governing Council Office.

OISE/UT has been actively involved in the coordination and planning of CTEP. The former partnership became the CTEP Planning Council and includes representation from the seven CTEP partners. As a result of extensive consultation and planning within each unit and across CTEP partners, the Council designed an innovative and unique program. The program differs from other concurrent teacher education programs because of the high degree of integration among the courses offered by a student's primary discipline (music, for example) and the teacher education courses offered by OISE/UT.

The CTEP Planning Council, finalized and approved the proposal in October, 2005. The CTEP proposal has been approved by the OISE/UT Faculty Council (December 7, 2005), Erindale College Council (February 1, 2006), Faculty of Physical Education and Health Faculty Council (January 31, 2006), University of Toronto at Scarborough Academic Committee (February 14, 2006). The proposal will go forward to the Faculty of Music Faculty Council on February 28, 2006. Subject to approval of Governing Council and pending OISE/UT initial accreditation of CTEP by the Ontario College of Teachers, MUS, PEH, UTM and UTSC will offer the program with OISE/UT as of the academic year 2007-2008.

Both USMC and VIC are founding members of the CTEP Planning Council and they have been an active part of the planning process. They will take the CTEP proposal to their governing bodies and to the Faculty of Arts and Science during 2006-2007. Hence, subject to approval of Governing Council and pending OISE/UT initial accreditation of CTEP by the Ontario College of Teachers, the two colleges would offer the program with OISE/UT as of the academic year 2008-2009. The partners will not be required to submit to governance for approval their individual programs of study. Should new partners aim to offer the CTEP in coordination with OISE/UT in the future, approval will be required at the partner divisional level and at OISE/UT.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

The CTEP proposal is scheduled to be presented to Planning and Budget on March 7, 2006. Members of the CTEP Council and unit representatives have held extensive planning meetings with the Office of the Provost regarding planning and budget, space and facilities and student affairs.

Government funding for CTEP will be equivalent to the sum of the funding for the four years in the student's primary discipline plus one year in teacher education. A blended BIU (Basic Income Unit) value will be established by the Ministry to yield this result. While the details are still being worked out with the Ministry, this basic principle is well established and is currently in use for other concurrent teacher education programs in Ontario. Tuition fees for the program will go to Business Board for approval.

Overall, CTEP will not result in increases in the number of students enrolled in teacher education, and will be revenue neutral for the University. Program costs will also be about the same as at present, except for start-up and coordination costs. All units involved are committed to the program and to covering its full costs. The program will be accommodated within existing space.

The partners agreed on the basis upon which program revenues and expenses will be shared and are working with the Planning and Budget Office on the details.

RECOMMENDATION:

It is recommended to Academic Board

THAT the Concurrent Teacher Education Program be offered at the University of Toronto as described in the documentation dated February 3, 2006, subject to approval of the University Faculties involved and pending OISE/UT initial accreditation of CTEP by the Ontario College of Teachers and, effective for the academic year 2007-2008.

The Concurrent Teacher Education Program at the University of Toronto

Proposal
Submitted to the University of Toronto
Governing Council

February 3, 2006

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SECTION A: Background on the Concurrent Teacher Education Program (CTEP) Initiative

Introduction

The CTEP proposal is the result of unique partnerships established to enhance the undergraduate student experience through the development of a new program that expands teacher education across the University of Toronto (U of T). A concurrent teacher education program at U of T will produce one of the strongest undergraduate teacher preparation programs in the province. CTEP draws on the expertise of all the partner groups, and integrates the study of education across a five-year period.¹ At the end of their course of study, graduates from CTEP will have earned a Bachelor's degree in Arts, Science, Music, or Physical and Health Education as well as a Bachelor of Education degree.

The seven partners included in this initiative are three faculties and two colleges and two federated colleges of the Faculty of Arts and Science located on St. George Campus, as well as the U of T campuses at Scarborough and Mississauga. They are the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT); the Faculty of Music (MUS); the Faculty of Physical Education and Health (FPEH); the Faculty of Arts and Science two federated colleges, the University of St. Michael's College (USMC) and Victoria University in the University of Toronto (VIC); the University of Toronto at Scarborough (UTSC); and the University of Toronto at Mississauga (UTM).²

UTSC, UTM, MUS, FPEH, USMC, and VIC bring a wealth of knowledge and experience in preparing their graduates for entrance into the teaching profession while OISE/UT is a recognized provider of excellent initial, continuing and graduate level teacher education programs as well as a source of high quality scholarship and research in education. Until this initiative, the partners operated their programs in isolation and were unable to benefit from university-wide collaboration.

Division of Academic Plans

A concurrent teacher education program was signaled in the divisional academic plans of each of the partner units in spring 2004.³ At UTSC, the goal was to extend a decade of

¹ CTEP components can be completed in a four-year period. Students must be admitted into the program after their first year at U of T. Upon graduation, they would have been enrolled at U of T for a total of five years and completed the requirements for both a B.A. (Hons.), B.Sc. (Hons), B.Mus., or B.P.H.E. and B.Ed. Please see section B for more information.

² USMC and VIC are founding members of the CTEP Planning Council. USMC and VIC will take the CTEP proposal through their colleges, the Faculty of Arts and Science and U of T Governing Councils in the 2006-2007 academic year. Due to this timeline, the college partners have not been included as a part of this submission for approval by U of T Governing Council. Information on their involvement as founding members has been included in Section A.

³ Due to the variety of partners collaborating in this initiative, the terms unit(s), division(s), partner institution(s), and site(s) have been used interchangeably and apply to all partners.

experience in the Early Teacher Project by establishing a concurrent B.Ed. focused on the high demand areas of Science, Mathematics and French. Similarly, at UTM, the goal was to build on their Early Teacher Program in Science, their Math Education Program, and their strengths in language learning and teaching. At St. Michael's College, there was commitment to developing a distinctive Catholic teacher education program through their Christianity and Culture Program. They educate a cadre of teachers for the Catholic school system with a strong background in Christian education. At Victoria College, the priority was to broaden and enhance the scope of programs and course offerings by mounting an integrated degree in Arts and Science and Education. Both the Faculties of Music and Physical Education and Health wished to enhance their existing programs in music education and physical education by contributing to the preparation of qualified teachers who could promote and enrich their subject areas in the school system. The OISE/UT academic plan outlined the potential of a concurrent teacher education program to diversify the programs available to students wishing to become teachers and to increase the quality and impact of work in education through wider engagement across the university.

The History of the CTEP Initiative

In the summer of 2004, the Provost provided funding for a task force to develop a full proposal for CTEP. This task force became the CTEP Planning Council and consists of representation from the seven CTEP partner units (see Appendix B for a list of CTEP Council Members). The Council has met monthly since October 2004 to explore and design innovative and quality CTEP programming for U of T. From June to December 2005, the Program Design Committee, with an enhanced representation of OISE/UT experts in pre-service teacher education developed a more detailed plan for the components of CTEP (see Appendix C for a list of CTEP Program Design Committee Members). The CTEP Planning Council, finalized and approved the proposal in October of 2005.

The framework for this Concurrent Teacher Education Program (CTEP) at U of T has been created after more than a year of internal and external consultations, a thorough investigation of research in the field of teacher education, as well as the analysis of over 60 teacher preparation programs in Canadian and international contexts (see Appendix D for a list of consultations and Appendix E for a list of programs). The program was designed in conformity with provincial guidelines and regulations, in light of research on the needs of Ontario schools, in agreement with the existing principles embedded in OISE/UT initial teacher education programs, and with consideration to the richness and diversity of each of the partners' contexts.

The Rationale for New Programming in Teacher Education

At the moment, the University of Toronto offers a B.Ed. only to students who have completed an undergraduate degree, and then decide to embark on nine months of intensive coursework in education. At the graduate level, OISE/UT also offers two Master's programs that lead to a teaching qualification in Ontario. A concurrent program

allows students to consider the ideas of education early in their post-secondary career and to develop as professionals over a longer time frame. CTEP also allows the experience of working with children and young people to take place in more contexts, over a longer period, and connect practice to course work.

CTEP at U of T will build on research that emphasizes the need for more and early experience in schools as well as community contexts (see Appendix E for a list of some of the research reviewed). This research stresses the need for an opportunity to develop inquiry skills into teaching, reflective practice, and strong relationships with mentors. The program builds in development and refinement of skills in key areas including conflict resolution, equity and diversity, and a strong foundation in the trajectory of human development from childhood to adolescence. A core component of the program is the opportunity to work and understand the needs of diverse learners in the classroom including English as a Second Language students and students with exceptionalities. In addition, a key feature of this program is that information introduced in the early years is revisited in courses in the final years. This brings a holistic perspective to candidates' development as professionals while ensuring that the foundation for teacher education begins from the moment a candidate enters the program.

Name and Designation of the Program

The title of the program, *Concurrent Teacher Education Program (CTEP) at the University of Toronto*, reflects the terminology used by the Ontario College of Teachers (OCT) to designate collaborative programs in which graduates earn two degrees over a four or five-year period. The Ontario College of Teachers is the accrediting body of teacher education programs for the province of Ontario. The OCT accredits programs in teacher preparation for the primary/junior level (Kindergarten to Grade 6), the junior/intermediate level (Grades 4 to 10), and the intermediate/senior level (Grades 7 to 12). In the first cycle of CTEP, candidates will have the option to prepare for either the primary/junior or intermediate/senior levels.

The program will be delivered in partnership with two faculties as well as UTM and UTSC. Each partner will offer a specialized program. The designation of CTEP within these units is as follows:

The Ontario Institute for Studies in Education of the University of Toronto

- OISE/UT is the provider of the Bachelor of Education degree in the Concurrent Teacher Program at the University of Toronto. OISE/UT collaborates with all units listed below.

The University of Toronto at Scarborough

- The Concurrent Teacher Education Program at the University of Toronto
 - Prepares teachers at the primary/junior and intermediate/senior levels

UTSC CTEP students can earn:

 - An Honours Bachelor of Science and a Bachelor of Education with a focus on the Physical Sciences and Math

- An Honours Bachelor of Arts and a Bachelor of Education with a focus on French

The University of Toronto at Mississauga

- The Concurrent Teacher Education Program at the University of Toronto
 - Prepares teachers at the intermediate/senior level and in the future at the primary/junior level

UTM CTEP Students can earn:

 - An Honours Bachelor of Science and a Bachelor of Education with a focus on one or two of the following: Biology, Chemistry, or Math as well as a possible minor in English, French or Italian
 - An Honours Bachelor of Arts and a Bachelor of Education with a focus on one or two of the following: French, Italian, or English as well as a possible minor in Biology, Chemistry or Math

The Faculty of Music

- The Concurrent Teacher Education Program at the University of Toronto
 - Prepares teachers at the intermediate/senior level and in the future at the primary/junior level

MUS CTEP Students can earn:

 - A Bachelor of Music and a Bachelor of Education

The Faculty of Physical Education and Health

- The Concurrent Teacher Education Program at the University of Toronto
 - Prepares teachers at the intermediate/senior level and in the future at the primary/junior level

FPEH CTEP Students can earn:

 - A Bachelor of Physical Education and Health and a Bachelor of Education

The Expected Benefits of CTEP at U of T

We believe CTEP will increase the academic quality of U of T's programs. The program is designed to contribute to all the objectives of the U of T academic plan, *Stepping Up*. It will enhance the student experience, by providing undergraduate students with a new, intellectually rigorous and socially responsible course of study. We know that there is a substantial number of students who want to enter the teaching profession. This program will allow them to acquire exposure to the profession earlier in their university careers, and integrate the study of education with their other courses.

It will enhance interdisciplinary, interdepartmental, and interdivisional collaboration, bringing all seven partners together to discuss the preparation of teachers and scholarship in education. This will increase knowledge of educational scholarship and teacher education across campus, and bring disciplinary faculty in science, math, languages, English, music, religious education, physical education and other areas into interaction with those who are preparing teachers. Educational scholarship and teaching are very

large and critical areas of social policy and practice. CTEP will productively connect the University with the broader community, by responding to Ontario's need for well educated teachers, and engaging more students and faculty in linkages with schools. The program aims to improve the quality of teacher preparation and diversify the pool of teacher education candidates. CTEP serves the province well by addressing areas of shortage for teachers including Mathematics, Science, and French. It will enhance the University community's understanding of equity and diversity, by introducing a new course on equity and diversity in educational settings and diversifying the student population in teacher education to better reflect the population in schools.

Projected Student Demand and Implementation Timeline

The demand for entry into teacher education is strong. OISE/UT admits about one in three students who apply to the consecutive program. Experiences at other faculties of education suggest that competition for entry into concurrent teacher education programs is greater than competition for entry into most other undergraduate programs. Students in these programs are often among the strongest in their field. In 2005, the Queen's registrar indicated that concurrent education's admission average was in the high-80's compared to an average of high 70's for Arts programs and low 80's for Science programs. The average for concurrent education admission at York is mid 80's, compared to mid 70's for their Arts and Science programs. Music and Physical Education follow a similar pattern, with entry into concurrent programs being very competitive. Brock University indicates that roughly 1 in 15 applicants are accepted into their concurrent program. We assume that there will be a substantial demand for the places that are available at U of T, and that attrition rates will be reduced.

The Implementation Plan for CTEP

October 2005 - February 2006

Program approval within OISE/UT, UTSC, UTM, FPEH, and MUS.

March - April 2006

Program approval by the University of Toronto for CTEP at OISE/UT, UTSC, UTM, FPEH, and MUS.

April - June 2006

Initial accreditation by the College of Teachers of Ontario (regulating body of teacher education programs in Ontario).

April - December 2006

Program approval within USMC and VIC, the Faculty of Arts and Science at St. George Campus and the University of Toronto for CTEP at USMC and VIC. Projected first intake of students is Fall 2008.

April - October 2006

Development of outreach and advertising materials, application forms. Administrative changes in ROSI, FIS, other systems.

Fall 2006

Course operationalization and timetables, portfolio guidelines, on-line community development.

Spring 2007

Intake and review of CTEP applications for UTM, UTSC, FPEH, and MUS.

Fall 2007

Entry of first cohort of CTEP students into Year 1 of the program at UTM, UTSC, FPEH, and MUS.

Spring 2008

Intake and review of CTEP applications for Year 2 of the program UTM and UTSC.

Fall 2008

Entry of CTEP students into Year 2 of the program at UTM and UTSC.

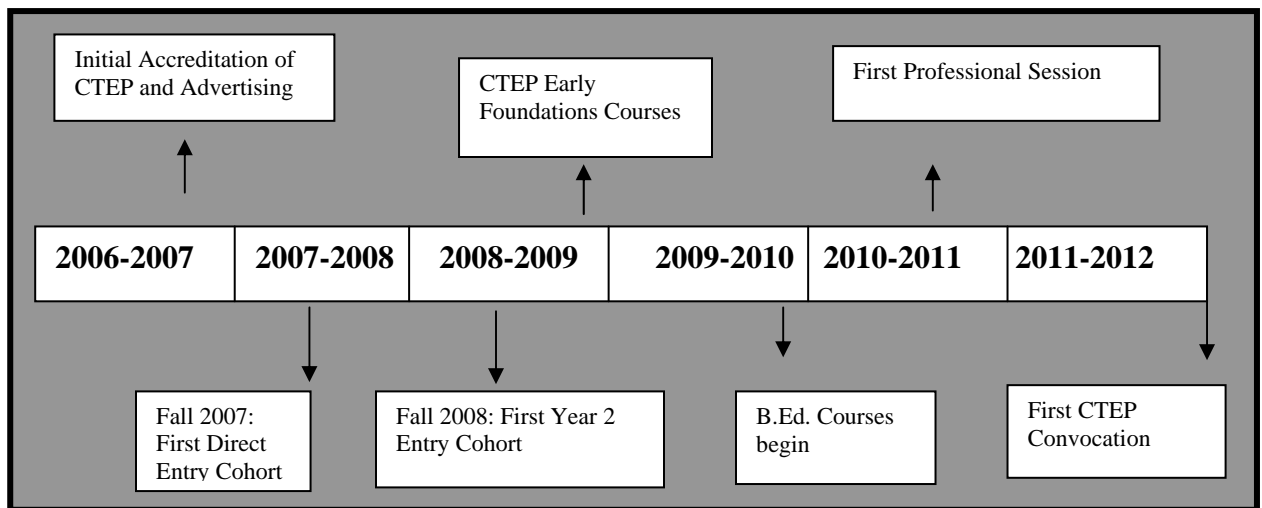
Spring 2007 – Spring 2012

Formative and summative program evaluation activities in preparation for the UPRAC Review and full accreditation by the Ontario College of Teachers.

Spring 2012

First convocation of graduates from CTEP at U of T. Preparation for full accreditation.

Table 1: The Implementation Plan



Expected Impact and Nature of the Program

CTEP will become an additional initial teacher education program offered at OISE/UT and enhance the curricula of all programs. CTEP students will be drawn from existing enrolment in each unit. There will be no enrolment expansion to accommodate CTEP. As student enrolment increases in CTEP, a proportional decrease will take place in enrolment of students in the OISE/UT consecutive program. At UTM, the Early Teacher Program will be phased out gradually as the enrolment of CTEP students increases. Similarly at UTSC, they have chosen to accommodate CTEP enrolment by phasing out of current programming in the Education of Teachers in French and Early Teacher Programs in Mathematical and Physical Sciences. In the Faculty of Music and Physical Education and Health, adjustments will be made in existing teacher education focused programming. In the case of Music, CTEP enrolment will be included in enrolment figures for the existing Bachelor of Music - Music Education degree. The model outlined above allows for effective programming to be delivered with minimal impact on existing programs.

Program Approval Process

The five following partner units - OISE/UT, UTSC, UTM, FPEH, and MUS - have approved the CTE Program. Letters from each of the unit heads are included confirming approval within their divisions (see cover letters). USMC and VIC are involved in a more complex approval process that will continue till December 2006. They have included letters indicating their support for CTEP at U of T as well as their ongoing involvement in the CTEP Planning Council and other CTEP committees (see Appendix A for these letters). An overview of the internal approval process for each unit has been provided in Appendix F.

SECTION B: Program Description - Overview of the Concurrent Teacher Education Program and the Curriculum Model

Admission to CTEP and Registration of Students

The admissions process for CTEP applicants will meet the application requirements for the Honours B.A., Honours B.Sc., B.Mus., or B.P.H.E. degrees as well as the B.Ed.

The principles for the CTEP admissions process are as follows. The CTE Program aims to have a simple and effective admission and application process that parallels existing procedures in partner units. Admission to CTEP and processing of the applicant profile will involve collaboration with representatives from the OISE/UT Registrar's office, the CTEP partner Registrars' offices, CTEP Faculty and the CTEP Admissions Committee.

Each partner institution will admit students to the undergraduate degree programs in their jurisdiction. A CTEP Registrars Committee with representatives from each of the units and the University Registrar's office will determine the policy and procedures for CTEP application intake and processing (please see Appendix G for a list of members).

Minimum Admission Requirements for Direct Entry into CTEP

This option is offered by CTEP at UTSC, UTM, FPEH and MUS

Minimum Admission Requirements for Applicants from Ontario Secondary Schools:

In order to be eligible for consideration applicants must meet admissions requirements for:

- a) entry into the academic undergraduate degree of their choice (Honours Bachelor of Arts, Honours Bachelor of Science, Bachelor of Music, or Bachelor of Physical and Health Education) that are part of the Concurrent Teacher Education Program (CTEP)
- b) entry into the CTEP Bachelor of Education degree offered by the Ontario Institute for Studies in Education of the University of Toronto in partnership with the Faculty of Music (MUS); the Faculty of Physical Education and Health (FPEH), and the areas identified in the Bachelor of Arts and Bachelor of Science programs at the University of Toronto Mississauga (UTM) and the University of Toronto Scarborough (UTSC).

Admission Requirements into CTEP are as follows:

Candidates applying to CTEP must meet all admission requirements in both the CTEP affiliate partners' undergraduate degrees and the concurrent teacher education program's admission requirements. These include:

- The admission requirements to the Honours B.A., Honours B.Sc., B.Mus., B.P.H.E. for each degree and program by the University of Toronto Mississauga;

the University of Toronto Scarborough; the Faculty of Music; the Faculty of Physical Education Health.

- Students intending to enroll in the Concurrent Teacher Education Program at the University of Toronto must also meet minimum standards for admission for this program. These minimum standards include evidence of suitable experiences as identified in an applicant profile (also known as a personal statement) and evidence of an appropriate academic average. The academic average for direct-entry into CTEP is a minimum of 70% and likely to be higher in some program areas.

Minimum Admission Requirements from Secondary Schools Outside of Ontario: other provinces, U.S. schools or international students

The admission requirements for CTEP students who are applying to CTEP from secondary schools outside of Ontario, U.S. schools, or international students must meet requirements as outlined in U of T admissions publications. Students eligible to apply must meet both the minimum standards of admissions for U of T and CTEP.

Minimum Admission Requirements for Year 2 Entry into CTEP

This option is offered by CTEP at UTSC and UTM

Candidates applying to CTEP have already met admission requirements for entry into CTEP affiliated programs and undergraduate degrees at the University of Toronto Mississauga and the University of Toronto Scarborough.

Internal Year 1 students intending to enroll in the Concurrent Teacher Education Program at the University of Toronto must meet minimum standards for admission to the program. These minimum standards include evidence of suitable experiences as identified in an applicant profile (also known as a personal statement) and evidence of an appropriate academic average. Students eligible to apply to CTEP must have accumulated a cumulative G.P.A of 2.7 or higher in their first year of university. They must have accumulated a minimum of 4.0 full course equivalent (FCE) credits in their first year of university.

Please note the following for Direct Entry and Year 2 Entry (internal U of T):

Students applying to CTEP at UTM must be interested in pursuing a minimum of a major in one of the following areas: French, Math, or Chemistry and a Major or Minor in Biology, Italian or English.

Students applying to CTEP at UTSC must be interested in pursuing a minimum of a major in one of the following areas: French, Math or the Physical Sciences.

Students applying to CTEP at the Faculty of Music must be interested in pursuing a Bachelor's of Music in the Division of Music Education.

Students applying to CTEP at the Faculty of Physical Education and Health must be interested in pursuing a Bachelor's of Physical Health and Education.

Each unit has agreed that students applying to CTEP will be eligible for consideration for the original degree post if they are not admitted into CTEP. For example, an applicant who applied to FPEH and was unsuccessful in getting admission into the CTEP B.P.H.E./B.Ed. may still be an ideal candidate for the B.P.H.E. program. This candidate could receive an offer of admission to the original degree post.

In the early years of CTEP, the program will not be open to transfer students outside of U of T. Internal transfers from within the university will be accepted. The CTEP Admissions Committee will review this decision in 2009 once enrolment statistics for the 2007-2009 period are available. This decision is based on the following: a review of current admissions practices, the nature of CTEP in each unit, consultations with the CTEP Registrars Committee and the University Registrar, and an analysis of each registrarial office's capacity to process applications in the early years of the program.

Selection Criteria

In the selection of applicants for the Concurrent Teacher Education Program, the primary obligation of the CTEP partners (OISE/UT, UTSC, UTM, FPEH, and MUS) is to the learner. As a consequence, using experiential and academic criteria, we will select those applicants whom we feel can most benefit from the program in terms of growth and development in accordance with their potential.

Successful applicants into CTEP will be those with the strongest combination of academic standing and personal experience as expressed in the applicant profile.

The CTEP Registrars Committee, the CTEP Planning Council, and partner representatives will collaboratively develop the applicant profile for entry into CTEP. The goal is to have one CTEP applicant profile, accessible on-line, which all potential students complete at the time of application. Due to the diversity of CTEP partnership programs some partners, in accordance with current practices, may require additional information, resumes, auditions or interviews. This is at the discretion of each unit. (For example, additional selection criteria at MUS will include an audition and interview, which are part of their existing admissions requirements.)

There is consistency across all partner units on the core requirements for admission into CTEP at U of T.

The Enrolment Model

In CTEP, there would be an intake of approximately 230 students per year at OISE/UT, UTM, UTSC, FPEH and MUS. Each unit has specified an enrolment target for their program. Direct admissions from high school would account for approximately 180 to 190 of the 232 available positions.

The following chart provides a break down of the number of students admitted into each unit.

Table 2: The Enrolment Model

<i>CTEP Partner</i>	Number of Students Admitted
<i>The University of Toronto at Mississauga</i>	90 students
<i>The University of Toronto at Scarborough</i>	90 students
<i>The Faculty of Music</i>	22 students
<i>The Faculty of Physical Education and Health</i>	30 students
Total	232 students*

*Please note that this is a collaborative program therefore, the Ontario of Institute for Studies in Education of the University of Toronto will admit the total number (232 students) into CTEP at OISE/UT.

Admissions from Year 1 would account for roughly 42 of the 232 positions. To meet the requirements of CTEP students must be enrolled by Year 2 of the program. Total enrolment in CTEP, after the first five years of the program, has been estimated at 928 students (Please see Appendix H for 2007-2018 enrolment projections which include all seven partners).

The understanding in the CTEP Planning Council and committees is that enrolment targets are fixed. They will not be adjusted until a self-study of the program has been completed in preparation for full accreditation by the Ontario College of Teachers.

The following tables provide a breakdown of enrolment in CTEP at UTM, UTSC, FPEH and MUS.

Table 3: Enrolment in CTEP – Intake of Students - 2007-2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Annual Estimated Intake by Unit					
UTM – 90	Direct admissions from high school would be 180 or 190 new students.	Admissions from Year 1 would be 42-52. When added to the previous year the total of new students admitted into CTEP would be 232 students.	Up to 232 new students admitted into CTEP	Up to 232 new students admitted into CTEP	Up to 232 new students admitted into CTEP
UTSC – 90					
Faculty of PHE – 30					
Faculty of Music –22					
Annual Estimated Total of CTEP Students	Direct admissions from high school would be 180 or 190	Admissions from Year 1 would be 42-52. When added to the previous year the total would be 232 students in the program	Up to 464 (232 from previous years plus new intake)	Up to 696 (232 from previous years plus new intake)	Up to 928 (232 from previous years plus new intake. First CTEP graduates from 2007-2009 intake)

We recognize that there will be some attrition in CTEP. All budget and revenue calculations are based on the enrolment figures in Table 2 and take into account an attrition rate in the program. The attrition rate factored into revenue and cost models is equal to attrition rates of existing undergraduate programs at U of T.

Enrolment Breakdown by Division and Point of Entry into CTEP

The following table provides an overview of primary/junior (Kindergarten to Grade 6) or intermediate/senior (Grade 7 to 12) preparation for candidates. In this initial cycle of the program, candidates wishing to obtain junior/intermediate certification can do so as an Additional Qualification course in the summer of Year 5 or later. CTEP students will be advised of the necessary prerequisites for the various Additional Qualifications early in the program.

Table 4: Enrolment Breakdown by Division

Division	UTM	UTSC	FPEH	MUS
Primary/Junior	X- in the future	X	X- in the future	X - in the future
Intermediate/Senior	X	X	X	X

The following table provides an overview of CTEP candidates' point of entry into the program for each unit. Partners choose to offer direct entry into CTEP, Year 2 entry into the program, or a combination of both. The decision for point of entry into CTEP was based on current admission requirements, the nature undergraduate degree requirements for programs within each unit, and the overall student experience.

Table 5: Enrolment Breakdown by Point of Entry into CTEP

Point of Entry into CTEP	UTM	UTSC	FPEH	MUS
Direct from high school	X 80%	X 70%	X 100%	X 100%
After Year 1	X 20%	X 30%		

The Location of CTEP Courses

Students registered at UTM and UTSC would ideally take the majority of their courses at their respective campuses. Those candidates electing for secondary level teaching outside of a CTEP Curriculum, Instruction, and Assessment course delivered at the UTM or UTSC campuses would be expected to travel to the St. George Campus a half-day a week in Year 5 of their program. This would also be the case if there is not a sufficient number of candidates to form a section at UTM and UTSC. Students registered on the St. George Campus would benefit from all of their classes being offered downtown. From Year 1 to

Year 5 students would be linked through a CTEP program-wide online community as well as a unit-level community.

Program Coordination and Advising of Students

Program Coordination of CTEP consists of a CTEP Director and CTEP Partner Coordinators (please see Appendix I) for an overview of the coordination and governance structure of CTEP. The roles and responsibilities of the CTEP Director, Partner Coordinators, Advisors, the Tri-Campus School-University Partnership Coordinator and the Program Planning Officer are included below.

The CTEP Director

The program will have a CTEP Director who oversees and supports the program across units, collaborates with the unit-level CTEP coordinators, represents CTEP on councils related to OISE/UT initial teacher education programs, liaises with the Ontario College of Teachers, and oversees the on-going development of the program. The responsibilities for the Director will change and increase over the years. The Director is responsible for the program across the seven sites and will work collaboratively with CTEP Partner Coordinators to ensure cohesion across CTEP sites with regard to all program components (admissions, registrations, academic courses, education courses, field placements, practicum, internships, portfolios, and website). The term for this position will be five years, which is equivalent to one cycle of the program.

The CTEP Partner Coordinators

The coordinators in each partner unit will also oversee the start-up and implementation of CTEP at their site. They are responsible for liaising with their Dean, Principal or President, the CTEP Director, their Registrar, the CTEP Admissions Committee, Unit-level CTEP Advisors, CTEP course instructors, the Tri-Campus CTEP Field Placement Coordinator, and CTEP Support Staff. The coordinator will oversee the development of the CTEP Portfolio and advise students within the program. The term for these positions range from four to six years to ensure that coordination terms are staggered across partner units.

The CTEP Advisors

The CTEP coordinators will be supported by faculty at each institution who are familiar with the program components and can advise students on their academic choices over the course of the program. Each student would have a “CTEP-friendly” advisor within their unit/department ensuring the student is meeting the necessary academic requirements for both programs and is maintaining the required G.P.A.

The CTEP Tri-Campus School-University Partnership Coordinator

This individual will coordinate field placements for CTEP students across all units in collaboration with the OISE/UT School-University Partnership office (SUPO), the Unit-level Coordinators and CTEP Instructors. The market for quality school and community placements is competitive and a position devoted to supporting partners in building positive CTEP relationships is vital to the program's success.

The Tri-Campus Coordinator will create a network of CTEP Partner Schools located within proximity to all three U of T Campuses. This coordinator will be responsible for developing an online placement system for CTEP students from Years 1 to 5.

The CTEP Program Planning Officer

The CTEP Program Planning Officer will be responsible for liaising with U of T administration, the Ontario College of Teachers, Coordinate CTEP Governance Committees, and work with the Director and Tri-Campus CTEP School-University Partnership Coordinator to support the program's implementation and on-going development. In collaboration with the CTEP Director, the CTEP Program and Planning Officer will oversee program management and start-up across partners, the university, and accrediting bodies.

CTEP Instructors and Staff

In the majority of courses, existing staff will deliver the program components. CTEP courses (credited to the Honours B.A., Honours B.Sc., B.Mus. and B.P.H.E.) will be taught by tenured and tenure-stream faculty, and contract staff from each of the units. All instructors and staff include individuals who participated in previous education-focused programming within partner institutions such as Music Education or the Early Teacher Projects. The teacher education courses (credited to the B.Ed.) will be taught by OISE/UT tenured and tenure-stream faculty, contract staff, and personnel seconded from local school districts. (Please see Appendix J for links to lists to instructor, staff and Faculty lists at each unit). Several units plan to offer joint sections of CTEP courses and some units will hire new faculty and instructors as needed.

The Conceptual Framework of CTEP

The CTEP curriculum model and program structure is based on a conceptual framework in which the following principles are embedded. CTEP strives for successive refinement of the fundamentals and knowledge bases required for success in the teaching profession. Students are introduced to concepts early in the program and revisit themes in the later years. Each knowledge base and program component is research-based and research-driven. Course content and instruction strives to help students connect theory and research with practice throughout the program. CTEP at U of T is a partnership of many institutions that work together on program design, delivery, and management. In CTEP,

teacher education extends beyond the Faculty of Education and is evident as well as supported through components in the undergraduate degree (Honours B.A., Honours B.Sc., B.Mus., and B.P.H.E.) framework. The guiding principles will be emphasized early and throughout the CTEP program. Applied experiences provide a conceptual structure for students to organize and better understand the knowledge bases. The goal of CTEP is to provide students with rich experiences in various educational contexts that prepare them for teaching in the diverse Ontario context.

The CTEP conceptual framework is also based on the seven principles that guide all OISE/UT initial teacher education program. These principles ensure that OISE/UT initial teacher education programs are imbued with the following characteristics: 1) excellent teaching; 2) research based and research driven programming; 3) cohort-based learning communities; 4) coherence within components and across programs; 5) faculty collaboration; 6) strong school/field/university partnerships and 7) a focus on equity, diversity and social justice.

The Concurrent Teacher Education Program at the University of Toronto was designed and organized with the following six knowledge bases in mind: 1) subject matter (subject knowledge and beliefs about the subject); 2) pedagogy and curriculum (general and subject/age-specific, includes assessment, evaluation, planning, instruction); 3) learners (including development, how people learn, motivation, concepts of self); 4) social, political, and institutional contexts of schooling, including foundations for equity and diversity (social, cultural, gender and identity differences, inequitable relations of power in schooling and social institutions); 5) self/ teacher development, and relations with others (including inquiry, critical analysis, reflection; communication and conflict resolution; teachers' professional, personal, social identities and beliefs, effective collaboration among peers, across discipline-areas, and with communities); and 6) educational ends, purposes, and values (philosophy, related history, legal rights and responsibilities).

CTEP Learning Outcomes

The learning outcomes for students in CTEP are closely linked to the foundations of professional practice identified by the Ontario College of Teachers. These standards outline the knowledge required to be an effective teacher. Information on the Standards of Practice and their development can be found on the Ontario College of Teachers website at <http://www.otc.ca>.

The various components of the CTE Program including courses, related field experiences and the portfolio have been designed to help prepare candidates for the profession and to provide them with the skills needed for success (please see the description of the conceptual framework in Section B for more information).

In addition to having a **solid foundation in their discipline areas**, some of the outcomes for graduates of the CTE program include:

The ability to understand

- how knowledge in their subject area is created, linked to other subjects and applied to life experiences
- the curriculum relevant to their subject(s)
- ways to connect curriculum expectations to curriculum resources and technologies

The ability to demonstrate care and commitment for students as well as

- model curiosity, enthusiasm and joy of learning for students
- help students appreciate their own identity
- demonstrate concern for student character, peer relationships and personal aspirations

The ability understand and use a range of teaching methods to

- address learning, cultural, spiritual and language differences, and family situations
- develop programs for students that incorporate a knowledge and an understanding in human development and learning theory
- link the curriculum and learning experiences to everyday life
- encourage students to know about, reflect on and monitor their own learning
- challenge students in the pursuit of excellence

The ability to create an inclusive and democratic environment as well as

- understand and accommodate the differences in students and respect their diversity
- help students to connect learning to their own life experiences and spiritual and cultural understandings
- encourage students to become active, inquisitive and discerning citizens
- create opportunities for students to understand, facilitate and respond to change
- reinforce the rights and responsibilities students have as citizens.

The ability to identify and respond to

- change
- the factors in a diverse and changing society that impact on learning
- provincial legislation, local policies and procedures as well as community norms

The ability to evaluate student learning and

- communicate clear, challenging and achievable expectations for students

- gather data on student performance using a variety of assessment strategies
- keep a continuous and comprehensive record of group and individual achievement
- report and provide ongoing feedback of individual achievement to students and parents

The ability to work collaboratively and

- build trust with students, parents and the community
- exercise professional integrity and judgment
- learn with and from their students, colleagues and others in communities of learners

The ability to understand that

- teacher learning is directly related to student learning
- continuous professional growth is an integral part of teaching
- reflecting on practice and collaborating with colleagues to improve practice are essential

An Overview of the Curriculum Model

The CTEP program is innovative in that it consists of eight credits that connect the study of education to students' areas of specialization (e.g., Physics, French, Music, Religious Education, and Physical Education). In five years, students will fulfill the requirements for an undergraduate degree in arts, science, music or physical education, and the requirements for a B.Ed. and an Ontario teaching qualification.

Three of the eight CTEP credits are related to education, but credited to the undergraduate degree. This course work covers *Child and Adolescent Development*, *Equity and Diversity in Education*, *Communication and Conflict Resolution*, as well as course work in disciplinary areas that are taught in schools. Related experience obtained through internships and field experiences are associated with these areas. Five credits of course work are credited to the Bachelor of Education degree. These courses include *Social Foundations of Teaching and Schooling*, *Psychological Foundations of Learning*, *Inclusive Education: ESL and Exceptional Learners*, *Principles of Teaching: Legal, Ethical and Professional*, *Mentored Inquiry and Teaching*, *Curriculum, Instruction and Assessment*, as well as an evaluated practicum experience of 60 days.

In the first three years, students will take the CTEP courses credited to their undergraduate degree in Arts, Science, Music or Physical Education, several of which will have a related field experience. In Years 3 to 5 of the program, candidates will complete their B.Ed. courses. This includes a professional semester in the second session of the fourth year during which they will focus solely on education and carry out an extended practicum. There is some flexibility in this schedule for students, and courses

will be scheduled to encourage interaction between those in different CTEP programs, but on the same campus.

Students will build a portfolio from Years 1 to 5, and a CTEP community (includes an on-line forum) will link students across all years, supporting their development from students to professionals.

Candidates will complete a total of 8.0 course equivalents in the CTEP program with an education focus. Three course equivalents of the 8.0 will be credited within the discipline-based Bachelor's Degree (Honours B.A./ Honours B.Sc./B.Mus./B.P.H.E.). Five of the 8.0 courses will be credited within the Bachelor of Education program. At the intermediate/senior level candidates must have accumulated the equivalent of 4.0 or 5.0 full course equivalent credits which will give them a strong foundation in two subject areas (e.g., Chemistry and Math). The number of required FCEs varies depending on the subject area. Candidates will be able to prepare to teach subject areas currently offered by OISE/UT to students in their one-year B.Ed. program. At the primary/junior level candidates must have expertise in a range of areas.

Field Experiences and Practicum Placements

CTEP has been designed to provide candidates with a variety of field-based education-related experiences and the opportunity to connect these experiences to content taught in their courses at U of T. Over the course of the program CTEP candidates will complete the equivalent 115 to 125 days of guided experiences in the field.

Field experiences allow candidates to connect experiences in school, classroom, and community settings to their coursework. In CTEP, the field experiences in communities and schools are located in the early years of the program and are designed to allow students to explore education in various contexts. Placements for field experiences will be the responsibility of the CTEP Partner Coordinator in each unit and the Tri-Campus Field Placement Coordinator who would work closely with the course instructors for *Child and Adolescent Development in Education, Equity and Diversity in Education and Inclusive Education: ESL and Exceptional Learners courses*.

Practicum placements are required by the Ontario College of Teachers as evaluated student-teaching days. CTEP students' practicum placements are located in Years 4 and 5 of the program. They will be coordinated by instructors and staff at OISE/UT in collaboration with the OISE/UT School-University Partnership Office and the Tri-Campus Field Placement Coordinator. Candidates will be required to complete 60 days of evaluated practicum over the course of the program.

Choice of Subject Specialization and Teaching Levels in CTEP

For the most part students will be admitted to CTEP within the framework of a division specific program with a focus on primary/junior or intermediate/senior levels. UTSC is the only unit offering both primary/junior and intermediate/senior teacher preparation. In order to ensure that students are advised properly and are allowed enough time to fulfill the requirements of the program, UTSC CTEP students must declare their specialization and level (primary/junior, or intermediate/senior as well as their teaching subjects) before the beginning of Year 2. In some units, one of the candidates' specializations is pre-determined (e.g., MUS prepares candidates for Music Education at intermediate/senior level). Students in these divisions will be asked to declare their second teaching subject before the beginning of Year 2.

The following charts provide information on how to interpret the curriculum model on page 26:

Undergraduate Degree	Honours B.A., B.Mus., B.P.H.E., and Honours B.Sc. Courses	Education Degree B.Ed.	B.Ed. Courses
This column focuses on the undergraduate degree and provides information on the credit value and sequence of courses (by year)	This column focuses on the undergraduate degree course titles and components	This column focuses on the Bachelor of Education degree and provides information on the credit value and sequence of courses (by year)	This column focuses on the Bachelor of Education degree course titles and components

Legend -- The colours used on the charts below indicate the following:

	Early Foundations Courses		Advanced Foundations Courses
	Subject Studies Courses		Methodology Courses
	Unit-Specific Internship		Practicum Experience (Evaluated Student-Teaching Experience)
	Unit-Specific Education Related Electives		
	Joint Program Features		

The Concurrent Teacher Education Program at the University of Toronto Curriculum Model

Undergraduate Degree	Honours B.A., Honours B.Sc., B.Mus., B.P.H.E., and Courses	Education Degree B.Ed.	B.Ed. Courses
0.5 Years 1, 2, or 3	Child and Adolescent Development in Education with 20-hour field experience focused on the learner	0.5 Year 4	Psychological Foundations of Learning (B.Ed.)
0.5 Years 1, 2, or 3	Equity and Diversity in Education with 20-hour field experience focused on the community and schools	0.5 Year 4	Social Foundations of Teaching and Schooling (B.Ed.)
0.5 Years 1, 2, or 3	Communication and Conflict Resolution (Menu of Courses)	0.5 Year 3	Principles of Teaching: Legal, Ethical and Professional (B.Ed.) <i>School Law (B.Ed.) = On-line component that is part of the Principles of Teaching course</i>
1.0 (2 x 0.5 A minimum of credits each SS&T) Years 1, 2, 3 and Fall Session Year 4	2 Subject Studies for Teachers Courses (Menu of existing courses and possibility of new courses in unit's such as Math for Teachers)	0.5 Year 3	Inclusive Education: ESL and Exceptional Learners (B.Ed.) with 20-hour field experience focused on observation/tutoring
		0.5 (2 x 0.25 MIT) Years 4 and 5	Mentored Inquiry and Teaching With up to 30 days in schools (10-15 MIT days per 0.25 Course)
0.5 or no credit (credit value determined by unit) Years 3, 4 or 5	CTEP Internship	2.0 Years 4 and 5	Curriculum, Instruction and Assessment Primary/Junior and Intermediate/Senior
Range of Courses Years 1, 2, 3, 4, or 5	Education-related Electives - a list of courses offered by each unit. 0.25, 0.33, 0.67, 0.5 and 1.0 courses At UTM, these courses could help candidates build a Minor in Education.	0.5 (2 x 0.25 Prac) Years 4 and 5	Practicum <i>Year 4 - Professional Session 35-40 days</i> <i>Year 5 – End of April- May 20-25 days</i>
		CTEP Portfolio from Years 1 to 5: Student to Professional	
CTEP Community (includes CTEP On-line Community)			
↓	3.0 Credits Undergraduate Degree	5.0 Credits Education Degree	

Concurrent Teacher Education Program Course Descriptions

Please note that each unit will seek approval for new courses as needed. The course numbers for the undergraduate courses credited to the academic degrees – Honours B.A., Honours B.Sc., B.Mus., and B.P.H.E. may vary from unit to unit.

Courses	Description
Child and Adolescent Development in Education (Acad 0.5)	<p>This course examines how children and adolescents develop, and explores how best to facilitate their growth and learning in the area of education. Major topics include cognitive, emotional, social, moral, physical and language development. Themes addressed include interpersonal relationships, such as prosocial and aggressive behaviour, as well as the influence of schooling, family life, and culture.</p> <p>This course includes a field experience located in a school and entails observation of development across the various age groups.</p>
Psychological Foundations of Learning (B.Ed. 0.5)	<p>This course builds on the prerequisite Child and Adolescent Development in Education component. It explores how psychological factors and a teacher’s understanding of these issues influence student learning, student motivation, and the learning environment. Topics addressed include: the structure and organization of knowledge and its impact on our thinking, the importance of the self-regulation of cognition, the impact of motivation and beliefs on learning, and the role of social interaction and discourse in cognition.</p>
Equity and Diversity in Education (Acad 0.5)	<p>This course focuses on raising awareness and sensitivity to equity and diversity issues facing teachers and students in diverse schools and cultural communities. It builds knowledge of how oppression works, and how cultural resources and educational practices may be brought to bear on reducing oppression and improving equity.</p> <p>This course’s field experience entails observation of and participation in equity and diversity efforts in a culturally-rooted school and/or community organization.</p>
Social Foundations of Teaching and Schooling (B.Ed. 0.5)	<p>This course builds on the prerequisite Equity and Diversity in Education component, focusing on how teachers can support diverse students’ learning in classroom, school and school system settings. This requires developing understandings of classroom social and cultural dynamics in relation to teachers’ curricular and pedagogical choices, program and school organization, working relationships among teachers and administrators, and how educational policies shape diverse students’ experiences of schooling.</p>
Communication and Conflict Resolution (Menu of Courses) (Acad 0.5)	<p>The purpose of this requirement is knowledge and skill acquisition in the areas of interpersonal conflict resolution and communication.</p> <p>Candidates select from a pre-approved menu of U of T courses that build candidates understanding and capacity in these areas.</p>
Principles of Teaching: Legal, Ethical and Professional (B.Ed. 0.5)	<p>This course builds candidates’ understanding of teaching as a professional practice. The course will primarily focus on the research base underlying policies and documents such as the <i>Standards of Practice for the Teaching Profession</i> and the <i>Ethical Standards</i>. Candidates will make connections to classroom practice as well as professional learning and development. Through guided CTEP portfolio activities, candidates will make connections and reflect on the construction of their professional identity. This course is linked to an on-line module on School Law.</p>
Inclusive Education: ESL and Exceptional Learners (B.Ed. 0.5)	<p>This course provides teacher candidates with a foundation in inclusive curriculum and pedagogical practices for diverse exceptional learners in the classroom, (including behaviour, communication, intellectual, physical, and multiple exceptionalities) and</p>

Inclusive Education: ESL and Exceptional Learners (B.Ed. 0.5) continued	students for whom English is a second language (ESL). Candidates explore the education of exceptional learners in the Ontario context, the role of the teacher in an inclusive classroom, and strategies for supporting diverse students in heterogeneous classrooms. This course includes a field experience involving observation of a variety of exceptional and ESL learners. Candidates will engage in a tutoring experience with one learner over several sessions.
Subject Studies for Teachers Courses (2 courses x a minimum of 0.5 credit each)	The Subject Studies for Teachers courses provide candidates with a foundation in subject areas that they will be responsible for as teachers in the Ontario School System. These undergraduate courses develop an understanding of the basic concepts required to implement the K-12 curriculum. CTEP students will select two Subject Studies courses from a CTEP approved menu (e.g., <i>Canadian History, Math for Teachers or Children's Literature</i>)
Mentored Inquiry and Teaching (B.Ed. 0.5 = 2 x 0.25)	This course draws upon foundational and curricular concepts introduced throughout the (CTEP) program. Its goal is to help new teachers make sense of their teaching experiences as beginning practitioners. Candidates inquire about and reflect on issues and challenges in their practice, establish the habit of working with other educators to solve problems, and question assumptions about teaching and learning from a range of perspectives. This course will be taken in conjunction with other B.Ed. courses including Curriculum, Instruction, and Assessment as well as practicum placements. This course will include 10-15 Mentored Inquiry and Teaching (M.I.T) days in schools over the course of the academic year.
Curriculum, Instruction, and Assessment (B.Ed. 2.0 = 2 x 1.0) for Primary/Junior and Intermediate/Senior	The purpose of this course is to prepare candidates for teaching subjects in schools. The course will begin with an examination of the important structures of the subject knowledge in their area of study. Candidates will explore curriculum planning and implementation; instructional and organizational classroom strategies; and assessment and evaluation appropriate to the school subject(s) focused on in the course. Ontario Ministry of Education curriculum policy documents and teacher resources will be reviewed for their possible applications to classroom use. Multiple models of teaching, based upon educational research literature, will be critically analyzed and discussed in order to ascertain effective approaches to teaching.
Practicum (B.Ed. 0.5 = 2 x 0.25)	Candidates participate in two practicum placements in schools which match their P/J or I/S division. Through guided tasks, candidates will be encouraged to contribute to the school beyond the classrooms (e.g., through extracurricular areas and community involvement). Candidates will gain experience in their teaching subject areas and divisions. This practicum is evaluated in accordance with the Ontario College of Teachers regulations. The practicum placements combined with M.I.T days allow candidates to develop an understanding of the roles of the teacher, student, parent, community, as well as local and global contexts in education. Candidates will graduate from CTEP with a total of 60 practicum days spread over two years.
CTEP Internship (Acad 0.5 or no credit)	The purpose of the Internship is to integrate, extend and deepen the learning experiences of each teacher candidate as he/she identifies particular academic or practical interests throughout the course of his/her studies. Building on their individual interests and needs, teacher candidates can choose from a wide variety of Internship opportunities (school sites, non-school sites or international sites) offered by CTEP partners.
Education-related Electives (Acad)	A range of courses offered by partners which focus on various aspects of Education (e.g., the History of Education).
The CTEP Portfolio	The CTEP Portfolio is the collection of artifacts, assignments and reflective activities that mirror the growth of a CTEP candidate from student to professional over the course of his/her teacher education program. The portfolio is developed progressively from time of entry (Year 1 or 2) to Year 5 of the program.

Sequencing of Courses

The sequencing of courses has taken into consideration the CTEP conceptual framework, the structure needed for students to successfully complete two degrees, as well as fundamental principles in teacher education. Courses have been planned in a sequence that allows students to accumulate the necessary pre-requisite requirements in their undergraduate degrees before enrolling in Bachelor of Education courses. The CTEP Portfolio spans the entire program.

The following outlines pre-requisite or program requirements for CTEP Courses

Early Foundations Courses

CTEP students must have successfully completed all early foundations courses in Years 1 to 3 of the program.

Advanced Foundations Courses

CTEP students must have successfully completed all early foundations courses before enrolment in these courses.

Subject Studies Courses

These courses provide candidates with a foundation in the subject areas they will be responsible for as teachers in the Ontario School System. Candidates will select two courses from a CTEP approved menu of courses (please see Appendix K for a sample menu). Students complete this requirement in the early years of the program.

Primary/junior teacher candidates will be preparing to be generalist teachers. It is recommended that they take two courses outside of the areas of specialization in their undergraduate degrees (Honours B.A, Honours B.Sc., B.Mus., or B.P.H.E.). For example, a student with a major/minor in French and History, would be required to select two courses other than those listed on the primary/junior French and History Subject Studies Menus.

Intermediate/senior teacher candidates will be preparing to teach two subjects. It is recommended that they take two courses in the areas of specialization in their undergraduate degrees (Honours B.A., Honours B.Sc., B.Mus., or B.P.H.E.). For example, a student with a major/minor in French and History, would be required to select two courses from the intermediate/senior French and History Subject Studies Menus.

Methodology Courses

CTEP students must have successfully completed the subject studies requirement before enrolling in these courses. Students must provide evidence that they have completed the 4.0 or 5.0 prerequisite courses. OISE/UT guidelines stipulate the number of FCE's required in each teaching subject area. Please note that intermediate/senior CTEP students will be permitted to concurrently fulfill some of the pre-requisite FCE requirements if necessary. Some restrictions apply.

There are several ways to sequence CTEP components and undergraduate degree courses. The table below illustrates a possible sequence for the required components and courses. This table also distinguishes CTEP courses credited to the academic undergraduate degree, from courses that are credited to the B.Ed. degree, as well as other undergraduate credits beyond CTEP.

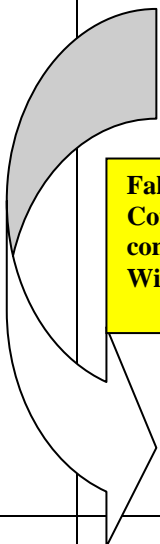
Table 6: Sample CTEP Credit Distribution -- Years 1 to 5

	Year 1	Year 2	Year 3	Year 4	Year 5
Credit Value	5.0 Credits	5.0 Credits	4.0 Credits	2.5 Credits	3.5 Credits
B.A. (Hons) /B.Sc. (Hons)/ B.Mus./ B.P.H.E. 20 – 27 Credits	<i>Child & Adolescent Dev. in Education (.5)</i>	<i>Equity & Diversity in Education (.5)</i> <i>Communication and Conflict Resolution (.5)</i>	<i>Subject Studies (.5)</i>	<i>Subject Studies (.5)</i>	<i>CTEP Internship(.5)</i>
	<i>And other B.A, B.Sc, B.Mus, B.P.H.E. Credits(4.5)</i>	<i>And other B.A, B.Sc, B.Mus, B.P.H.E. Credits (4.0)</i>	<i>And other B.A, B.Sc, B.Mus, B.P.H.E. Credits (3.5)</i>	<i>And other B.A, B.Sc, B. Mus, B.P.H.E. Credits (2.0)</i>	<i>And other B.A, B.Sc, B.Mus, B.P.H.E. Credits (3.0)</i>
B.Ed. 5.0 Credits			1.0 Credits <i>Principles of Teaching (.5)</i> <i>Inclusive Education (.5)</i>	2.5 Credits <i>Professional Session</i> <i>Psychological Foundations of Learning (.5)</i> <i>Social Foundations of Teaching and Schooling (.5)</i> <i>35-40 days of Practicum (.25)</i> <i>Mentored Inquiry and Teaching (.25)</i> <i>Curriculum, Instruction and Assessment (1.0)</i>	1.5 Credits <i>20-25 days of Practicum (.25) April - May</i> <i>Mentored Inquiry and Teaching (.25)</i> <i>Curriculum, Instruction and Assessment (1.0)</i>
Total Credits Per year	5.0 Credits	5.0 Credits	5.0 Credits	5.0 Credits	5.0 Credits

Table 7: Professional Session – Overview of Course Sequence in Years 4 and 5

This table provides an overview of the CTEP core education courses offered in Years 4 and 5. All the courses listed except for the CTEP internship are B.Ed. courses.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall September- December				<p>P/J CTEP Curriculum, Instruction and Assessment Part 1 (1.0) – runs Full Year</p> <p>I/S CTEP Curriculum, Instruction and Assessment Course – Teaching Subject 1 – runs Full Year (1.0)</p> <p>Mentored Inquiry and Teaching Course (.25) with 7 or 8 days plus opportunity to see the opening of school</p>	<p>P/J CTEP Curriculum, Instruction and Assessment Part 2- runs Full Year</p> <p>I/S CTEP or Consecutive Curriculum, Instruction and Assessment Teaching Subject 2- runs Full Year</p> <p>Mentored Inquiry and Teaching Course with 7 or 8 days in schools</p>
Winter January- April				<p>Professional Session</p> <p>Mentored Inquiry and Teaching course and 7 or 8 days in schools continued from last session</p> <p>Psychological Foundations of Learning (.5)</p> <p>Social Foundations of Teaching and Schooling (.5)</p> <p>35-40 days of Practicum (.25) (3.5 days per week)</p>	<p>P/J CTEP Curriculum, Instruction and Assessment Part 2– continues from Fall session</p> <p>I/S CTEP Curriculum, Instruction and Assessment - Teaching Subject 2 -continues from Fall session</p> <p>7 or 8 Mentored Inquiry and Teaching days in schools continued from last session</p>
May-June				CTEP Internship Years 3, 4 or 5	End of April - May 20-25 days of Practicum (0.25) (5 days per week)



Fall B.Ed Courses continue in Winter term

I/S CTEP students can join with Consecutive students for their second Curriculum, Instruction and Assessment course if necessary

Table 8: The Professional Session – Overview of the Professional Session Structure

There are several ways to organize courses in CTEP. Table 8 provides an overview of the professional session in terms of organization on a weekly basis. Please note that students would be involved in CTEP activities from Monday to Friday. Students will participate in both an evaluated practicum and course work. Students would complete 35 to 40 evaluated practicum days. In CTEP, students will complete 60 days of evaluated practicum over the course of the program. Please refer to Table 7 Year 5 for more information on the accumulation of 60 Days over the course of the program. The advanced foundations and *Curriculum, Instruction and Assessment* courses will not be offered in a condensed format. Instead they will be offered as half-day courses throughout the session. In a professional session candidates would not have exams in April of Year 4.

Professional Session – First Example of a 5-day Period

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Practicum</i>	<i>Practicum</i>	<i>Practicum</i>	<i>Practicum</i>	Psychological Foundations of Learning
			Curriculum, Instruction and Assessment Mentored Inquiry and Teaching	Social Foundations of Teaching and Schooling

Or

Professional Session – Second Example of a 5-day Period

Monday	Tuesday	Wednesday	Thursday	Friday
Psychological Foundations of Learning	<i>Practicum</i>	<i>Practicum</i>	<i>Practicum</i>	<i>Practicum</i>
Social Foundations of Teaching and Schooling				Curriculum, Instruction and Assessment Mentored Inquiry and Teaching

Methods Used to Evaluate Student Progress in CTEP Courses

The CTEP Program Design Committee prepared short course outlines for each of the CTEP courses excluding the Subject Studies courses. These course outlines will be submitted to the Ontario College of Teachers as part of the initial accreditation process in spring of 2006.

Details regarding the formative and summative evaluation of student learning are provided in each outline. Strategies for monitoring CTEP field experiences and links to specific assignments have also been suggested. For the Practicum and Internship components, infrastructure and documentation currently used to monitor consecutive B.Ed. student progress will be adapted for use in CTEP.

In addition, detailed CTEP course outlines will specify which assignments are to be included in the CTEP Portfolio. The Portfolio is a collection of artifacts, assignments and reflective activities that mirror the growth of the CTEP candidate from student to professional over the course of his/her teacher education program. The portfolio is developed progressively from time of entry (Year 1 or 2) to Year 5 of the program and is monitored by the CTEP Partner Coordinator in each unit.

Grading Practices and Pre-requisite Requirements

Grading practices for CTEP will be the same as existing grading practices within each of the units. CTEP students must acquire particular pre-requisite courses or a number of course credits before enrolment in certain Bachelor of Education courses.

Withdrawal from CTEP

Students can withdraw from the program at any point. Students will be advised, however that withdrawal from CTEP before the beginning of Year 4 will have the least impact on their B.A., B.Sc., B.Mus., or B.P.H.E. degree. In most cases, students who have completed Year 3 would have accumulated no more than 1.0 credits towards their B.Ed. Students who withdraw at the end of Year 3 will also have had three field experiences related to teacher preparation that allow them to make an informed decision.

Student Appeals

The degree requirements for CTEP have been designated to the Honours B.A., Honours B.Sc., B.P.H.E., or B.Mus., and the B.Ed. Student appeals for CTEP will be handled in the same manner as existing practices within each of the units for CTEP components in the respective degrees.

Student Information Systems, Building Schedules, and Breaks

CTEP students will be registered at UTM, UTSC, FPEH and MUS. Student records and information will be accessible to the OISE/UT Registrar.

CTEP student scheduling must be considered carefully due to participation of CTEP students in courses across units. The partners in consultation with the CTEP Council and the CTEP Registrars Committee will determine collaboration at this level.

CTEP student schedules will follow the guidelines of UTM, FPEH, MUS, and UTSC winter breaks. OISE/UT breaks traditionally follow local Toronto school boards' schedules. Advice

will be sought from Student Services, the CTEP Planning Council, and CTEP Registrars at each of the partner units to determine a schedule which suits the needs of each partners students. At this time, it is assumed that the CTEP course scheduling will not conflict with students' winter breaks except for a few CTEP students who may need to take a Year 5 Curriculum, Instruction and Assessment course offered within the framework of the consecutive B.Ed. program. Accommodations will be made for these students. In the professional session, Year 4 of the program, students will follow the OISE/UT break.

Financial Assistance and Awards

CTEP students will have access to financial assistance and awards offered in their home unit (FPEH, MUS, UTM, or UTSC). For the duration of their enrolment in CTEP, students will also have access to applicable OISE/UT financial assistance and awards.

Student Services

CTEP students will have access to Student Services in their home unit (FPEH, MUS, UTM, or UTSC) for the duration of their enrolment at U of T. For the duration of their enrolment in CTEP, students will also have access to OISE/UT Student Services.

Library Services and Education Commons

CTEP students will have access to the OISE/UT Library, OISE/UT Education Commons as well as library and technological support at each of the partner units for the duration of their enrolment in CTEP.

Graduation

CTEP students who successfully complete the program will graduate with a Honours B.A., Honours B.Sc., B.Mus., or B.P.H.E. as well as a B.Ed. The program has been designed so that convocations can be scheduled according to existing guidelines and policies. CTEP students will have the option to take part in two convocation ceremonies. The first convocation would be with their peers from their undergraduate degree (Honours B.A., Honours B.Sc., B.Mus., or B.P.H.E.) and the second with their CTEP and initial teacher education program peers from OISE/UT.

CTEP Governance

The Role of CTEP Governing Councils and Committees

A diagram showing the various councils, committees and individuals involved in governing CTEP is provided in Appendix I. The reporting structure is also illustrated. Detailed descriptions of the roles and responsibilities of the CTEP Director, Partner Coordinators, Advisors, the Tri-Campus School-University Partnership Coordinator and the Program Planning Officer are included in the section titled *Program Coordination and Advising of Students* of this document.

CTEP Council of Deans, Principals and Presidents

This Council will review policies and practices as well as make decisions on the ongoing development of CTEP. They will vet policies created by CTEP Councils and Committees. Membership will include the Deans, Principals or Presidents of the seven CTEP partners.

CTEP Council of Coordinators

This Council will deal with all matters related to CTEP and will continue the work of the CTEP Planning Council. The Council of Coordinators will focus on policy issues as well as on the operationalization, implementation, and evaluation of CTEP. This Council will ensure programmatic coherence across all units. Membership will include the CTEP Director and Unit-level CTEP Coordinators or their delegates.

CTEP Admissions Committee

This committee will consider admissions policies and deal with practical matters related to the admissions, registration and advising processes with the help of subcommittees. There will be a subcommittee to address issues related to the applicant profile and organize profile reading. Another subcommittee will address practical issues related to the admission, registration and advising of students. Membership will include the CTEP Director, Unit-level CTEP Coordinators or their delegates as well as the registrar of each unit or their delegates. This committee will replace the CTEP Registrars Committee that is currently involved in program planning.

SECTION C: Resource Implications

CTEP students are part of existing enrolment within each of the units and the program has minimal resource implications.

CTEP: Revenue and Cost Parameters

Revenue

We assume the program will be very close to revenue neutral. The recommended BIU weights retain current program weights in Year 1 except for the Faculty of Music and the Faculty of Physical Education and Health who will only be admitting CTEP students directly into Year 1, but use a blended BIU weight for Years 2 to 5. The blended weight is calculated by summing the regular program weights over Years 2 to 4 and the BIU weight of 2.0 for the B.Ed., then dividing the sum by 4 (years). The goal is to ensure that overall there is no change to BIU weights that currently apply to the Honours B.A., Honours B.Sc., B.Mus., B.P.H.E. and B.Ed. The only change would be in the distribution of BIU weights over a four or five year period.

In the Arts and FPEH, the blended weight used in Years 2 to 4 is higher than the current program weight. In the context of attrition, this means that more students are credited at the higher weight in Years 2 to 4, than are credited at the lower weight in Year 5. The result is that the blended BIU weights generate slightly more revenue than current weights in these programs.

It is not certain what, if any, revenue gains can be expected from tuition fees set higher than current fees in Years 1 to 4. As with BIUs, blending would bring modest revenue gains while maintaining the formal parity of total CTEP fees with the sum of current program fees. A case has been made that tuition for students in CTEP should be equivalent to the consecutive level for the years during which students are enrolled in CTEP. Any revenue gains generated for these fees will be used to fund aspects of the program across partners.

Incidental fees will be a potential source of revenue, particularly to cover the cost of field placements. CTEP incidental fees will be charged in addition to each unit's current incidental fees. The breakdown of the revenue model across partners will be provided in further documentation, and have not been included in this package. Application fees will be charged to cover the cost of processing and evaluating the CTEP applicant profile.

Costs

It is recognized that the collaborative nature of the CTE program implies higher base costs than those incurred running regular Honours B.A., Honours B.Sc., B.Mus., B.P.H.E. or B.Ed. programs. CTEP features which imply higher base costs include, in particular, additional field placements, coordination requirements, and potentially smaller class sizes.

We will seek to recover some of these higher base costs through incidental fees. An application has been submitted for AIF funding to support base costs until the program begins to generate

revenue. To the extent that higher costs are not funded as above, partners are individually responsible for covering added costs in the parts of the program they deliver.

It is expected that the B.Ed. component of the program will be delivered at about the same cost as preparing the same number of teacher candidates in the consecutive B.Ed. program. Partners will cover any added costs of delivering components which result from their own design decisions. Cost (and revenue) sharing will be transparent and equitable. Bilateral financial agreements between partners should be broadly consistent across the program. The CTEP Council of Deans, Principals and Presidents will determine financial agreements on shared costs for program delivery on recommendations from the CTEP Coordinators Council, the CTEP Registrars Committee, Student Services and Financial Officer representatives from each of the partner units.

A list of the Finance Officers and unit representatives who have participated in discussions related to the CTEP Cost and Revenue Model is provided in Appendix L.

SECTION D: Space and Facilities

Due to the fact that CTEP students will be part of existing enrolment, there is a minimal impact on space and facilities at the University of Toronto. Please see Appendix M for a break down of space needs within each partner institution.

Requirements for Physical Facilities

Student Study Spaces, Lounges, Computing Facilities, and Libraries

All CTEP partners will work with existing space to accommodate CTEP students at their site. There will be no net change in enrolment as a result of mounting the program.

Students will have the opportunity to use all existing cafeterias, lounges, study spaces, computing facilities, and libraries. Existing lounges or spaces could be partly designated as CTEP lounges so that CTEP students could have a gathering place in each site.

Classrooms

Physical facility requirements for the CTE program in each of the partner units (except OISE/UT) will include classroom space to run the Early Foundations courses – in particular the *Equity and Diversity in Education* and the *Child and Adolescent Development in Education* courses.

Please note that the Early Foundations - *Communication and Conflict Resolution* course requirement is part of a menu of existing courses currently offered at each unit; therefore space is not an issue. In the future, CTEP partners may create an additional section of a particular course from the *Communication and Conflict Resolution* menu. This decision has been left up to each partner and will be taken up on a case-by-case basis.

In the case of MUS and FPEH, the Early Foundations courses will be part of existing courses, which have already been allotted space within these units. As a result, new classroom spaces are not required. In the case of UTM and UTSC, classroom space for the two Early Foundations courses already exists on their campuses and will be accessed as necessary. They will offer these courses to roughly 90 students annually or bi-annually. In all cases partners will accommodate the Early Foundations classes by scheduling these courses in accordance with normal program scheduling and classroom allocation procedures.

For Bachelor of Education courses linked to CTEP at MUS and FPEH, OISE/UT will offer most of these courses on the St. George campus for these partners. OISE/UT does not foresee challenges in accommodating CTEP students within existing space arrangements.

OISE/UT has an agreement with UTSC and UTM that courses will be delivered on their campuses. At UTM, lab space will be needed for up to 60 students who are in Year 4 of the program and elect to take the Science Curriculum, Instruction, and Assessment Courses. These courses run 3 hours per week for the duration of fall and winter sessions. UTM will

accommodate lab space for these courses by scheduling them at times which are: convenient for students/faculty/the institution, do not conflict with other labs offered at UTM, and operate in existing lab spaces. Not all course hours require lab space. In addition, in Year 4 of the program space will be needed to accommodate 90 CTEP students for the professional session courses. This session includes two Advanced Foundation Courses that run 36 hours for the duration of the session. UTM will accommodate scheduling for these courses in accordance with its normal program scheduling and classroom allocation procedures.

At UTSC, lab space will be needed for 45 to 60 students who are in Year 4 of the program and elect to take the Science Curriculum, Instruction, and Assessment Courses. These courses run 3 hours per week for the duration of fall, winter, and spring terms. UTSC will accommodate lab space for these courses by scheduling them at times which are: convenient for students/faculty/the institution, do not conflict with other labs offered at UTSC, and operate in existing lab spaces. In addition, in Year 4 of the program space will be needed to accommodate 90 CTEP students for the professional session courses. This session includes two Advanced Foundation Courses that run 36 hours each for the duration of the session. In Years 4 and 5 of the program, candidates taking the Primary/Junior Curriculum, Instruction and Assessment courses will need access to both lab and gym facilities for a portion of this course. UTSC will accommodate scheduling for these courses in accordance with its normal program scheduling and classroom allocation procedures.

Staff

All faculty and staff appointed to CTEP will be accommodated in existing departments and offices.

The CTEP Director, Program Planning Officer, and the Tri-Council School University Partnership Coordinator will be accommodated at OISE/UT within existing office spaces in the CTEP Planning Council Office, the School-University Partnership Office and Initial Teacher Education units. UTM, UTSC, OISE/UT, MUS, and FPEH will make accommodations to provide CTEP Coordinators with office space as necessary.

SECTION E: CTEP Accreditation and Reviews

The Ontario College of Teachers

The Ontario College of Teachers (OCT) accredits all pre-service and in-service teacher education programs in Ontario. The OCT oversees that common regulatory requirements are met for all teacher education programs.

Accreditation is an intense process in which CTEP must satisfy fifteen conditions that have been outlined in Ontario regulations. These conditions address the following areas: conceptual framework, standards of practice, theory method and foundations courses, format and structure, integration of theory and practice, faculty qualifications, practicum and advisory group input. CTEP has been designed with consideration to these processes and regulations.

CTEP will undergo an initial accreditation in the spring of 2006 and then a full accreditation in autumn of 2014. OISE/UT is currently in its first year of a five-year accreditation cycle for all its initial teacher education programs. The goal is for CTEP to join this cycle of initial teacher education program reviews once it has been deemed appropriate by the OCT. All CTEP partners will support OISE/UT in facilitating a successful review process. CTEP partners will provide information about the program at their site, open their program to site visits, and allow access to CTEP faculty, staff, and students as needed.

Program Reviews at U of T and within Partner Institutions

CTEP will become part of existing reviews of undergraduate programs required at each partner institution. In accordance with the Undergraduate Programme Review Audit Committee (UPRAC) guidelines, a review of the program will be conducted as outlined by U of T. The CTEP Director and the CTEP Council of Deans, Presidents and Principals will support and coordinate this review process. Every effort will be made to streamline the CTEP UPRAC review process with the Ontario College of Teachers' program review and accreditation process.