IMPORTANT NOTE

This handbook was updated in August 2020. There still remain unknowns for 2020-21 due to the COVID-19 pandemic. We will continue to adapt as a department in response to the continued public health emergency. Health and safety for everyone in our community is our guiding priority. For the time-being, the schedule in this handbook reflects a typical year. We continue to plan in accordance with the University of Toronto guidelines. All decisions if changes are required will be guided by public health directions and institutional operations. As the situation evolves, we will communicate information and give as much advance notice as possible.

OISE consistently communicates details regarding the institutional response to building and elevator capacity in the context of public health regulations. All programs using the OISE building at 252 Bloor St. W. have been amended to maximize online learning for the Fall 2020 and Winter 2021 terms. We will continue to update you as information becomes available.

To prepare to teach your courses online, we encourage you to visit the OISE Online Teaching & Learning website. There you will find resources geared toward instructors in the form of videos, blogs, and other digital formats. The site is managed by your fellow students who specialize in online learning. It is encouraged that you reach out if you have any questions.

Due to the COVID-19 pandemic, our departmental administrative offices remain closed. However, we are available virtually to support you. Thank you again for your understanding as conditions and responses continue to evolve.

ACCESS TO THE OISE BUILDING DURING COVID-19 PANDEMIC

To ensure everyone’s safety during the pandemic, as of September 1, 2020, you will be required to book a time to access the OISE building at 252 Bloor St. W.

If your work absolutely requires that you enter the OISE building for a special purpose, you will need to book the time-slot when you will enter the building, for the specific area you will access, using Education Commons’ online Building-access Booking Form.

Creating a booking for yourself is fairly simple.

- Click the button below, and login to Office 365 if prompted.
- Fill in and submit the form, selecting the area of the building and the timeslot you require.
- Be aware that you are limited to **only two timeslots per week**, and you can only book timeslots **during the current week**.
- When you go to the OISE building, **be ready to display the confirmation that the system emails to you, as well as your identification; it is the only way you will be granted access to the building**.
- Be aware that **you may encounter other people in the area you access**, and be ready to follow all of the usual measures for preventing the spread of the virus: wearing a mask, social distancing, handwashing and sanitizing, etc.

If you wish, you can read [a more detailed explanation of the booking process](#).

You can use [this link](#) to access the booking site.
Welcome! My name is Professor Clare Brett and I am the Chair of the Department of Curriculum, Teaching and Learning (CTL) at the Ontario Institute for Studies in Education of the University of Toronto. We are delighted you are joining our lively and innovative Department.

CTL offers three graduate programs: Curriculum & Pedagogy (C&P), Language and Literacies Education (LLE) and our Master of Teaching (MT) Program. While each of these programs has its own courses and structure, we actively encourage interconnections among programs in terms of sharing and integrating aspects of our teaching and research, and having our faculty teach across at least two of our programs. Through this reflective imagining of our program offerings we are also working to more deeply engage our Research Centres with our programs. Such interconnections enrich your experience as students while it creates a more cohesive and creative research and teaching environment for faculty.

There are some fundamental principles guiding our academic goals in CTL which reflect current and emerging social issues relevant to educational research and teaching:

- Strong support of our students’ personal and academic learning across all programs by all our Departmental personnel including faculty, administrators, staff and student union representatives. We listen and care!
- Making sure our hiring and admissions practices are inclusive and supportive of diversity. [See the UT statement on this issue: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf]
- Working across our institution to put in place meaningful actions that respond to the Calls to Action of the Truth and Reconciliation Commission and exploring how these actions can support all learners, especially indigenous learners, in our courses, our practices and our admissions processes, in authentic and respectful ways.
- Providing both professional development for our faculty and staff and additional support for students of colour, and especially black students, to ensure our classes and our interactions reflect our growing understanding of the systemic racism that is embedded in our institutional practices.
- Transparency and accountability in our interactions and in our processes with staff, students and faculty in the CTL community and with those in other Departments, institutionally and in the broader community.
- Supporting faculty and students in developing innovative, collaborative research in education.
- Taking a perspective of continuous improvement toward our programs, where we gather and use feedback to innovate and enhance student experience.

Altogether, despite the challenges that the current COVID-19 situation presents us with, this is an exciting time to be in CTL and we look forward to getting to know each of you and having you be a member of our growing CTL community.

Warmly, Clare Brett

Dr. Clare Brett
Chair, Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education | University of Toronto
Email: clare.brett@utoronto.ca
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ORGANIZATIONAL STRUCTURE

OISE
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
OISE is Canada’s only all-graduate institute of teaching, learning and research.

OISE NON-ACADEMIC DEPARTMENTS
In order to support our students, faculty, staff and our goals as an institute, OISE has numerous non-academic departments and offices which provide institutional leadership and specialized services:

- Chief Administrative Officer
  - Finance
  - HR - Human Resources
  - EC - Education Commons (Information Technology)
  - F&S - Facilities & Services
  - Business Systems & Process Analysis

- Institutes, Special Advisors & Initiatives
  - ICS - Dr. Eric Jackman Institute of Child Study (Lab school)
  - External Relations
  - Indigenous Education

- Associate Dean, International Initiatives
  - Research Support Services
  - CPL - Continuing and Professional Learning
  - International & Innovation

- Associate Dean, Programs
  - ORSS - Office of the Registrar and Student Services
  - Academic Policy, Planning and Governance
  - Academic Operations

OISE GRADUATE DEPARTMENTS
OISE is made up of four graduate departments, each of which has multiple graduate programs and degree options within each program:

- APHD
  - Applied Psychology & Human Development
  - CSE Child Study & Education
  - CCP Counselling & Clinical Psychology
  - CP Counselling Psychology
  - DPE Developmental Psychology & Education
  - SCCP School & Clinical Child Psychology

- CTL
  - Curriculum, Teaching & Learning
  - C&P Curriculum & Pedagogy
  - LLE Language & Literacies Education
  - MT Master of Teaching

- LHAE
  - Leadership, Higher & Adult Education
  - AECO Adult Education & Community Development
  - ELP Educational Leadership & Policy
  - HEP Higher Education

- SJE
  - Social Justice Education
  - SIE Social Justice Education

OISE COLLABORATIVE SPECIALIZATIONS
Unique to UofT is a range of collaborative specializations involving the cooperation of two or more graduate units (departments, centres, or institutes). In order to participate, you must be enrolled in a graduate degree program.

OISE RESEARCH CENTRES & INSTITUTES
OISE is home to more than 15 research centres and institutes. Many are located in OISE, while others operate independently.
# IMPORTANT DATES

## 2020-21 ACADEMIC YEAR

The Office of the Registrar & Student Services keeps an updated list of important dates online. Below are the important dates for the Fall 2020 and Winter 2021 terms that you should know.

### 2020

<table>
<thead>
<tr>
<th>FALL TERM</th>
<th>SEPTEMBER</th>
<th>SEPTEMBER 14</th>
<th>FIRST DAY OF FALL TERM CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SEPTEMBER 21</td>
<td>FINAL DAY TO ENROL IN FALL AND FULL YEAR COURSES. INSTRUCTOR APPROVAL REQUIRED ON THE COURSE ADD/DROP FORM</td>
</tr>
<tr>
<td></td>
<td>OCTOBER</td>
<td>OCTOBER 12</td>
<td>THANKSGIVING, UNIVERSITY CLOSED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCTOBER 26</td>
<td>FINAL DAY TO WITHDRAW FROM FALL COURSES WITHOUT ACADEMIC PENALTY</td>
</tr>
<tr>
<td></td>
<td>DECEMBER</td>
<td>DECEMBER 4</td>
<td>LAST DAY OF FALL TERM CLASSES</td>
</tr>
<tr>
<td>2021</td>
<td>WINTER TERM</td>
<td>DECEMBER 23 – JANUARY 1</td>
<td>UNIVERSITY CLOSED</td>
</tr>
<tr>
<td></td>
<td>JANUARY</td>
<td>JANUARY 6</td>
<td>INSTRUCTOR GRADE SUBMISSION DEADLINE FOR FALL-SESSION COURSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JANUARY 11</td>
<td>FIRST DAY OF WINTER TERM CLASSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JANUARY 18</td>
<td>FINAL DAY TO ENROL IN WINTER COURSES. INSTRUCTOR APPROVAL REQUIRED ON THE COURSE ADD/DROP FORM</td>
</tr>
<tr>
<td></td>
<td>FEBRUARY</td>
<td>FEBRUARY 15</td>
<td>FAMILY DAY, UNIVERSITY CLOSED</td>
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<tr>
<td></td>
<td></td>
<td>FEBRUARY 22</td>
<td>FINAL DAY TO WITHDRAW FROM WINTER COURSES WITHOUT ACADEMIC PENALTY</td>
</tr>
<tr>
<td></td>
<td>MARCH</td>
<td>MARCH 15 – 19</td>
<td>OISE READING WEEK, NO CLASSES</td>
</tr>
<tr>
<td></td>
<td>APRIL</td>
<td>APRIL 9</td>
<td>LAST DAY OF WINTER TERM CLASSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APRIL 12</td>
<td>EARLY GRADE SUBMISSION DEADLINE FOR GRADUATING STUDENTS</td>
</tr>
</tbody>
</table>

**UPDATE:** To stay informed about important dates, visit the Office of the Registrar & Student Services' updated list online.
## PROGRAM MEETINGS

The following program meetings will be held virtually. You will receive a meeting link closer to the date. Changes to these dates (if necessary) will be communicated by the Program Coordinators (C&P – Danny Cavanagh, danny.cavanagh@utoronto.ca; LLE – Andrea Cuellar, andrea.cuellar@utoronto.ca).

### CURRICULUM & PEDAGOGY

<table>
<thead>
<tr>
<th>FALL 2020</th>
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<tbody>
<tr>
<td></td>
<td>October 14, 12-2pm EDT</td>
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<tr>
<td></td>
<td>November 18, 12-2pm EDT</td>
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<tr>
<td></td>
<td>December 9, 12-2pm EDT</td>
<td></td>
</tr>
<tr>
<td>WINTER 2021</td>
<td>January 27, 12-2pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 24, 12-2pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 24, 12-2pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 21, 12-2pm EDT</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE AND LITERACIES EDUCATION

<table>
<thead>
<tr>
<th>FALL 2020</th>
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</thead>
<tbody>
<tr>
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<td>September 29, 11-1pm EDT</td>
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<tr>
<td></td>
<td>October 27, 11-1pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 1, 11-1pm EDT</td>
<td></td>
</tr>
<tr>
<td>WINTER 2021</td>
<td>January 19, 11-1pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 23, 11-1pm EDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 23, 11-1pm EDT</td>
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</tr>
</tbody>
</table>
INSTRUCTOR RESOURCES

The following section provides an overview of the various components of teaching in the department. Should you have further questions, please reach out to our administration.

CONTACTING STUDENTS PRIOR TO COURSE START

You will have access to contact students via Quercus for the course(s) you are teaching. It is recommended that you contact your students to welcome them to your course at least a few days prior to classes beginning. Your welcome message will point them to the syllabus and allow them to familiarize themselves with how you have structured your online course. For more on best practices when starting your online course, please visit the OISE Online Teaching and Learning site.

REQUESTS TO ADD A COURSE & WAITLISTED STUDENTS

In cases where students attempt to enrol in a course but there is no space, they will be placed on a waitlist that is managed by the ROSI, the UofT student records system. This list is managed automatically until the deadline for dropped waitlists (the deadline for Fall term is September 2, 2020). After this deadline, you as the course instructor have more flexibility to allow students to enrol. Your course waitlist is preserved and can be found on the EC Online Portal ECPP under “My Students > Class Lists”.

Students will reach out to you via email (you will be listed on ACORN - the student online interface with ROSI - as the instructor for the course) and request a spot if there is availability. You will decide if you want to admit students based on the sequencing in the preserved list, or if you want to deviate from the list for emails you have received directly on a first email-first serve basis, or based on messages you have received from students with strong reasons to enrol such as needing your course to inform and complete their research program. Once you agree to enrolment via email, students will fill out the electronic Course Add/Drop form from the ORSS and you will receive an email requesting your digital signature. Upon signing, the form is sent to the department for approval and then to the ORSS to add the student into the course.

Please note that due to busy processing times, students may not be added to the course on ROSI immediately. You can still grant them access to the course in Quercus via the “People” tool using their official UToronto email address supplied on the form. If you are using Pepper, share the Community Code with the student so they can add themselves to the community.

GRADE SUBMISSION THROUGH E-MARKS

Final grades for your course(s) must be entered on the eMarks system at: https://emarks.utoronto.ca

Using eMarks, submit your grades to your Chair/Director/Graduate Coordinator (grade approver) by the deadline set each term. This will allow sufficient time for approval and transfer of the grades to ACORN in time for the School of Graduate Studies final grade submission deadlines each term.

You will receive an automated reminder email message two days before your grades are due. Once you submit or amend your grades, a system-generated email message will inform your grade approver that your grades are
ready for review on eMarks. You will receive an email when the approver approves or denies your grades, including any comments.

**LOGGING INTO eMARKS**
We strongly advise that you log into eMarks at your earliest convenience to verify that all your courses are available. To access eMarks, you require your UTORID and password. As a secondary authentication, you will be prompted to enter the last 4 digits of your U of T personnel number. If you do not know your UTORID or personnel number or do not have one, please inform your graduate administrator or the business officer in your graduate unit. Once you have entered the above information, click the Log In button.

**ENTERING GRADES**
Grades must be entered in the Mark field using the graduate letter grade scale (A+ to B-, and FZ), or the alternate CR/NCR grade scale for certain courses. You also may copy & paste grades from a spreadsheet or upload a CSV file. Detailed instructions are in eMarks.

- The Mark field cannot be left blank when you submit grades for approval.
- eMarks will not accept INC, SDF or WDR non-grade symbols.
- IPR grades can only be entered using the SDF Requested functionality. Please see further details below.
- Grades for undergraduate students enrolled in graduate courses must be submitted using the numerical scale of marks, consisting of integers from 0 to 100.
- If a student is missing from your list, submit the grades for all identified students and advise your graduate administrator of those missing from the list.

**NON-GRADE REPORTS**
- **INC** (incomplete) is assigned as a final report by a graduate unit review committee or SGS Vice-Dean on the basis of incomplete course work in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade) INC carries no credit for the course and is not considered for averaging purposes.
- **SDF** (Standing Deferred) is assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the next SGS deadline for completion of course work and grade submission following the original one for the course. SDF carries no credit for the course and is not considered for averaging purposes.
- **IPR** (In Progress) is an interim grade generated by ROSI for a course that is in progress for more than one session, i.e. a full year course or a course that is continuous over several years. Graduate units should not use IPR as a grade report.
- **WDR** (Withdrawal Without Academic Penalty) is assigned by the graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

For graduate students, please record your final grade according to the University Grading Practices Policy. Note: the grading scale in the Quercus grade book is the undergraduate grading scale. Please use the graduate scale below:
LETTER GRADE SCALE & NUMERICAL SCALE OF MARKS
The chart below demonstrates some benchmarks for each grade level. Letter grades must be used for grading graduate students.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>FZ</td>
<td>0 - 69%</td>
</tr>
</tbody>
</table>

If a graduate course has been approved for such grading, you may also use:

- CR Credit
- NCR No Credit

SDF REQUESTED FUNCTIONALITY

Coursework Extensions and SDF (Standing Deferred)
Students who are requesting a coursework extension must sign and complete the course extension request form, provide supporting documentation (i.e. Doctor's note or letter of accommodation) if applicable, and submit it to the course instructor for signature. The form can be downloaded from the OISE Registrar's and Student Services office website. If the instructor wishes to allow the extension, s/he will sign the coursework extension form and submit the completed documentation to the Chair's designate (Terry Louisy, terry.louisy@utoronto.ca) for approval and processing prior to the grade deadline each term.

We must receive this paperwork signed by the student and the course instructor to approve course extension requests. An SDF Requested field is available on the grade entry page in eMarks, to the right of the Mark field. Click the checkbox if a student is requesting a coursework extension. The system will assign a temporary IPR grade to the student, which the Registrar's office designate will convert to an SDF once the student's coursework extension request has been approved.

Academic Misconduct
If a case of possible academic misconduct is pending, seek advice from your Graduate Administrator and use the **SDF Requested** checkbox to assign a temporary grade of IPR. SGS will change the IPR to a GWR (Grade Withheld Pending Review) directly in ACORN once the case is brought to our attention.

**SUBMITTING GRADES FOR APPROVAL**

After entering all of your grades for a course, be sure to click the button **Submit to Chair**. Double check your list of courses to ensure that the status of the course has changed to **Pending**.

**AMENDING APPROVED GRADES**

Amended grades must also be submitted via the eMarks system and will require the approval of your graduate Chair. Once submitted, final grades cannot be changed without your Chair’s approval.

If you have any problems, please contact your Graduate Administrator as soon as possible. We appreciate your cooperation in meeting the deadlines and recording your grades in the required format.
COURSE OUTLINES AND ASSIGNMENTS

COURSE OUTLINE TEMPLATE

The C&P and LLE programs use a standard course outline template and format that is issued by the Associate Dean Programs for consistency. You will note that some text is required but in other instances sample text has been suggested or referenced in ‘blue-scale’ for your editing.

Please submit a digital copy of your syllabus to Morgan Selvanathan, Executive Assistant to the Department Chair, via email: morgan.selvanathan@utoronto.ca.

Please note the following submission dates:
- Full year and Fall 2020 courses: September 16th, 2020
- Winter 2020 courses: January 5th, 2021

UNIVERSITY GRADING POLICIES FOR GRADUATE COURSES

Assessment and grading in the MEd, MA, and PhD programs is guided by the University Assessment and Grading Practices Policy. As noted in the policy, final grades for graduate programs use the following letter grade scale: A+, A, A-, B+, B, B-, and FZ (replacing C, D, and F).

All graduate instructors use this scale. Please click the following link to consult as needed: www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf

The MEd, MA and PhD programs are graduate degrees; therefore, courses must demonstrate to SGS the academic rigor of a Master’s or Doctoral degree. In U of T’s Assessment and Grading Practices Policy, it outlines the importance of consistency, “In assessing student performance and translating that assessment into grades, the University’s standards and practices should be comparable to those of our academic peers.”

The chart below demonstrates some benchmarks for each grade level.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>FZ</td>
<td>0 - 69%</td>
</tr>
</tbody>
</table>
If you are calculating grades in Quercus, please pay careful attention to any grade calculations. The default letter grading scheme in Quercus does not align with the University’s grading schemes. An extra step will have to be taken in Quercus to enable one of U of T’s undergraduate or graduate grading schemes. Please follow the steps in the support document via Quercus Support Pages created by the University of Toronto. This document outlines the technical issues and provides instructions on how to mitigate and work around them.

It is recommended that you do not enter letter grades in the Gradebook or SpeedGrader. If a letter grade is entered, the system assigns a number that defaults to the percentage at the top of the range (e.g., an A-range is 80 to 84; Quercus automatically assigns 84). If the top of the range value is not what the instructor will be using to calculate the final course mark, the instructor must enter the assignment grade as a percentage, which will be displayed along with the corresponding letter grade. For example, entering 82 = A-.

Students will see the 82% and the A-.

**LATE SUBMISSION OF ASSIGNMENTS**

Each course outline should specify how the instructor will handle work that is submitted late. The University Assessment and Grading Practices Policy notes that instructors are not obliged to accept late work. Instructors may, if they wish, apply a penalty or simply assign a mark of zero if an assignment is submitted late, as long as their late policy is fully disclosed in their course outline.

**APPEAL PROCESS FOR FINAL GRADES**

The appeal process for a grade in a course is outlined on the School of Graduate Studies website at www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Academic-Appeals.aspx. As noted on this website, students must file an appeal within eight weeks after the date of the decision being appealed. In general, the first step to an appeal process is attempting to resolve the matter with the instructor. If the student is unable to resolve the issue with the instructor, and they want to move forward with a grade appeal, then the student can move to the next level and discuss the matter with their Program Coordinator.

**ASSIGMENTS**

It is expected that each course will require students to complete a maximum of three major tasks for evaluation. As a graduate program some assignments in each course should have an academic or research component.

All course outlines must list the methods by which student performance shall be evaluated, the relative weight of each method, and associated due dates. As indicated in the University Assessment and Grading Practices Policy, in courses where a single assignment will be worth more than 80%, this needs to be stated clearly in the course outline. It is important to provide the rubric you will be using for student assessment for each assignment. If the rubric is not developed at the time you distribute your course outline, please make sure that you provide it at the time of introducing the assignments during the semester.
Some of the typical forms of assessment include essays, tests, class participation, seminar presentations, and so forth. The assignment structure should be made clear to students on the first day of classes when course outlines are distributed.

Participation (i.e., engagement and professionalism) cannot account for more than 20% of the final mark in any course, and instructors must collect clear and demonstrable evidence to support this evaluation. Attendance can be one of the factors that affects participation grades, since one cannot participate if one does not attend class. If you will be grading participation in an online course, please consider how this may differ from a face-to-face course.

Timing of assignments and feedback is significant. Fall and Winter term program instructors are strongly encouraged to provide their students with graded feedback before practicum. Intersession and summer session instructors are strongly encouraged to provide their students with graded feedback by the end of the third week of classes.

It is important to offer feedback to students in a timely fashion so students know their strengths and can plan out actionable next steps for improvement during the course. To model effective assessment practice, we encourage instructors to seek midpoint feedback from their students halfway through the course and respond to suggestions offered either in class discussion or by acting upon their ideas.

**ATTENDANCE, PROFESSIONALISM, PARTICIPATION POLICIES**

C&P and LLE students are expected to attend all classes. As a graduate department, both C&P and LLE programs involve considerable collaborative professional engagement, so the learning experience for all is weakened when colleagues are not present. Students’ contributions to and participation in daily activities and collaborative tasks, drawing upon assigned readings and personal experience, are directly related to their success in the program. Punctual and regular attendance is not only highly beneficial, but also an expectation of professionalism.

**WHAT THIS TRANSLATES TO IN AN ONLINE COURSE**

- Logging in regularly in order to keep up with asynchronous online activity (e.g., reading any new posts, contributing posts in a timely manner);
- Logging in on time for synchronous online activities (e.g., making sure they’ve logged into Zoom a few minutes prior to the start time to check that their technology is working properly);
- Checking to make sure that they’ve uploaded assignments properly and that the instructor is able to see them (e.g., making sure they haven’t uploaded it to the wrong folder, and that they don’t have privacy settings that are preventing the instructor from being able to access the file).

If a student is regularly absent or late, please discuss the matter with the student first. If the problem persists, please contact the program coordinators (C&P – Danny Cavanagh, danny.cavanagh@utoronto.ca; LLE – Andrea Cuellar, andrea.cuellar@utoronto.ca). You cannot assign or deduct marks based on attendance. If synchronous activities will form a component of the engagement grade in your course, please state this clearly in your course outline. The University of Toronto’s grading policy for graduate courses stipulates that professionalism
**grades** (i.e., grades assigned for work conducted during classes, or in an online forum) cannot exceed 20% of the final course mark. Examples of demonstrated participation include tickets out the door, collected synchronous activities, instructors’ anecdotal observations from a discussion, etc.

If a student misses a synchronous activity (that is evaluated) due to absence, you can create a special assignment that will allow the student to recoup the lost marks. Creating special make-up assignments is based on the discretion of the instructor. Any provision for special assignments and/or additional tasks needs to be detailed in the course syllabus provided at the start of the course.

In cases where a student provides “a legitimate, documented reason for their absence that was clearly beyond their control”, the University of Toronto Assessment and Grading Practices Policy stipulates that instructors must provide a student with an opportunity to make up the missed in-class assignment.

For students with attendance-related accommodations, please communicate and work with students to identify alternative means for 1) making up missed in-class assignments, or 2) demonstrating the learning of missed critical content even if no grade is attached (i.e., submitting a written piece, recording an audio file, creating a mind map, etc.).

**COURSEWORK EXTENSION**

If students are struggling to finish course work for a particular course as a result of exceptional circumstances which they feel warrant some extra time, they can apply for an extension using the Extension to Complete Coursework form, found online at the link below. Their request needs to be supported (and the form needs to be signed) by their instructor, so it is best to speak with your instructor before undertaking the process. When the instructor approves the extension and signs your form, students will need to submit the form to Terry Louisy, CTL Coordinator, Graduate Programs, at terry.louisy@utoronto.ca. Extension on coursework forms must be submitted by the sessional grade submission deadline in place of the student’s grade.

Link to Coursework Extension Form:
www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/ExtensiontoCompleteCoursework.pdf

Please note that a course extension to complete work provides you extra time. The extension does **NOT** provide you with continued instructional support from the course instructor. You are expected to complete your coursework independently. If you require academic writing support, you can make an appointment with OISE’s Student Success Center: www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_(OSSC).

**STUDENTS WHO REQUIRE WRITING SUPPORTS**

If a student requires academic writing support, they can make a virtual appointment with OISE’s Student Success Center. Graduate students can access one-on-one writing support up to twice a week for 35-minute appointments.

**PLAGIARISM**

The Office of Teaching Advancement of the University of Toronto posts the following definitions of plagiarism on its website: academicintegrity.utoronto.ca.
WHAT IS PLAGIARISM?
Plagiarism, as defined in the [University of Toronto] Code of Behaviour on Academic Matters (Appendix A, Item p) is contained in the original (1621) meaning in English: "the wrongful appropriation and purloining, and publication as one’s own, of the ideas, or the expression of the ideas ... of another." The most common, and frequently most elusive of academic infractions is normally associated with student essays. However, plagiarism can also occur in other mediums, such as online forums and presentations. Plagiarism can, however, also threaten the integrity of a studio and seminar room, as well as a laboratory and lecture hall. Plagiarism is at once a perversion of originality and a denial of the interdependence and mutuality which are the heart of scholarship itself, and hence of the academic experience. Instructors should make clear what constitutes plagiarism within a particular discipline.

THE CODE OF BEHAVIOUR ON ACADEMIC MATTERS
The Code of Behaviour on Academic Matters (University of Toronto, Governing Council Secretariat, 1995, B.1. d-f) reads as follows:

It shall be an offence for a student knowingly:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism [wherever in the Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought to have known];
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

Please click on the link to read the Code of Behaviour on Academic Matters.

PHOTOCOPYING/DIGITIZING AND COPYRIGHT
All course readings that are not available in the UofT Library or online should be sold to students in the form of a textbook or course pack. Resources can be posted on Quercus and/or Pepper in accordance with Fair Dealing which stipulates that no more than one chapter or 10% of a book, whichever is more; or 1 article per issue of a journal can be posted on a protected site (such as Pepper) in accordance with copyright policy at the University of Toronto (for details please see http://www.teaching.utoronto.ca/teaching/essentialinformation/copyright.htm).
CONSIDERATIONS FOR TEACHING ONLINE

In 2020-21, all CTL coursework is scheduled to be conducted in a fully online format, due to ongoing health and safety concerns related to COVID-19. Following the intersession 2020 and summer 2020 courses (which also ran fully online) we collected data from both instructors and students to seek feedback on course structures that had worked well, and to identify areas for improvement. Described below are some considerations for instructors for the 2020-21 academic year, which are informed by those efforts.

ONLINE COURSE TOOLS

QUERCUS

Visit q.utoronto.ca to access your Quercus course(s). When you log in using your UTOR ID credentials, you will see your current course(s) (published and unpublished). If this is your first time using the system, there is extensive support documentation, videos and additional resources in the Help section.

Remember once you have finished setting up your course shell, you will need to “Publish” the course for students to have viewing access.

Quercus has a mobile application “Canvas Teacher” available for Android and iOS. You can now access most items in your course on your mobile devices without a browser.

Please note that if you are embedding Pepper into the Quercus menu, then you will need to work in a browser as Pepper access is restricted by the UTOR ID login portal which the mobile app is unable to access.

PEPPER

Pepper is an online system that instructors can use to post course materials, communicate with students, and/or support asynchronous course activity. This Pepper QuickStart Guide provides you with recommendations on setting up your course structure, support videos on frequently used tools, and an overview of its core functionality.

Each course has its own community in Pepper. Anything you post in your course community can be accessed by your students. Materials in your course area are NOT visible to other instructors or students outside of your course.

New course communities are created by you each term, so you start fresh each time. But you can always access materials from prior courses through the course archives of former course communities. New students in your course do not see content from your previous courses, unless you choose to copy it to the new course area.

C&P and LLE faculty are encouraged to post their course outline, handouts, and readings in Pepper. That way, students can always access what they need in one place and, as a program, we can reduce our paper consumption.

Many of our students have noted that a few key folders in Pepper can be very helpful (e.g., Announcements, Syllabus, Readings, Assignment Guidelines). They’ve also noted that gradually releasing new folders as the
course progresses (rather than having the folders for the entire course at once) helps keep things simple initially.

Pepper is also available as a tool that can be integrated into your Quercus course if you choose to use both simultaneously. Some faculty have found that using Pepper for discussions, and Quercus to manage course files and assignments is helpful. To integrate Pepper into your Quercus course, use the following support video, Adding Pepper to your Quercus Course Navigation Menu.

If you require any assistance with using Pepper or for general Pepper course support, please contact Jim Hewitt - jim.hewitt@utoronto.ca or Alex Andrei - alex.andrei@utoronto.ca.

ZOOM ACCOUNTS
Zoom Pro accounts are available for CTL instructors (through Education Commons) to support synchronous video conferencing sessions. If you need to obtain an account, please fill out this Zoom Account Request form.

Instructors may elect to use other online applications to support their teaching (other than Pepper and Zoom), however, if using external (non-UofT) applications instructors are asked to first consult CTSI’s Tools Beyond Quercus for some important considerations. For a list of all institutionally supported applications, please consult the UofT Ed Tech Catalogue.

RECORDINGS
Instructors are not required to record their synchronous classes. However, instructors may wish to consider recording for reasons such as: student learning accommodations, absences due to illness, and/or interruptions in internet connectivity for some of our students.

Instructors who elect to record synchronous class sessions should make it clear to students when recording is taking place, the rationale for recording, and how recordings will be stored and accessed later.

Recordings of synchronous class sessions should be uploaded to a University of Toronto media server (e.g., UofT’s My Media), and password protected.

REMOTE ACCESS FOR STUDENTS IN MAINLAND CHINA
The University of Toronto has developed an agreement with Alibaba Cloud Services to ensure access to the University’s system. To create and maintain a secure connection, students should visit University of Toronto Information Commons Help Desk and connect using the instructions specific to their hardware specifications.

CONSIDERATIONS FOR STUDENTS PARTICIPATING IN REMOTE LEARNING ABROAD
Please be aware that some students may be in countries where digital surveillance is being operated by the state or by particular groups. OISE courses often address critical issues such as public policy, democracy, citizenship, equity, identity, minorities, religion, racism, etc. There is no digital platform available that could secure a safe space for discussion in places where such surveillance is being enacted. If your course addresses critical issues, you may consider assignments that will not put these students at risk by having them divulge personal information, opinions or knowledge that could endanger them, nor penalize them if they do not participate actively in such activities. For additional information please click here.
SYNCHRONOUS + ASYNCHRONOUS

Instructors are asked to ensure that their courses have a combination of both synchronous (e.g., real-time video conferencing) and asynchronous (learning at-your-own-pace) activity.

It is generally understood that the balance of synchronous and asynchronous time may vary from course to course. However, it is recommended that synchronous time not exceed two (2) consecutive hours in a single class session.

**Synchronous** class sessions should take place during the scheduled periods for your course, which you can find on [OISE Course Planner](#). Many students find the opportunity for synchronous, small group discussion to be very effective for supporting both their learning, as well as feeling a sense of connection with their peers.

**Asynchronous** coursework should be accompanied by a timeline for when any work is due, and how students are expected to demonstrate that the work has been done. Remember that participation should not count for more than 20% of the final course grade. If an instructor is planning on having threaded online discussion for their course, it might be helpful to count this as a separate assignment (i.e., not as part of student participation), as it tends to demand a significant amount of time and effort on the part of students (similar to other written assignments).

If you are running an asynchronous course, it is a good idea to consider hosting 3 synchronous drop-in sessions at key points in the course. For example, to meet and get to know your students have one session in the first couple of weeks in your course. To support them with any questions or feedback as you approach the mid-point in the course, schedule a second. To address any anxiety or issues that have come up as they work through their final papers or projects, host a third session. The idea is to continue to foster a sense of community with an alternative means of communication between you and your students.

**TIME MANAGEMENT: FRAMING USING LEARNING CYCLES**

Online learning can be difficult for students because our sense of time is skewed. Consider mapping your main course activities on a weekly schedule (Monday to Friday) so that you can encourage your students to find a balance between academic responsibilities and their personal lives. This also allows you as an instructor to create a flow for the weeks in your course by using the key interactions as events. For example:

- **In a synchronous course**, each week you have a set meeting time. Do you want your students to attend that live session having already reviewed the resources you’ve provided for the topic? Or, do you want students to attend the live session so you can provide them with a lens through which they can interpret the resources as they review them following that time? Will you have a follow up discussion that continues online in an asynchronous format? These are the types of questions you will want to ask as you frame a synchronous learning cycle.

- **In an asynchronous course**, each week you may have instructor or peer-moderated discussions. When do you want students to have time to review the resources for the topic? When do you except questions to be posted? How long (days) do you want students to be engaging in the discussion for? Is there going to be a summarizing/synthesizing exercise for the moderator to post following the
discussions? These are the types of question you will want to consider as you frame an asynchronous learning cycle.

Once you develop the learning cycle for your course, add it to your course outline and post it for students to see regularly in the first few weeks of the course.

COMMUNICATING WITH STUDENTS

It is recommended that you communicate with your students using University of Toronto official email addresses.

Both Quercus and Pepper will allow you to connect with your students individually and collectively. Using private messaging in these systems can replace emails, although you will automatically receive email notifications of these exchanges by default.

To communicate with your entire course community, using Announcements is recommended. It is useful to have one weekly communication for your community each week that orients them to the activities for that week to keep students on track with the course.

If you notice that students are not participating in the course, it is important that you reach out to them via private message. You can use the “People” menu item in Quercus and the “Admin > Community members” menu item in Pepper to determine the last login date of the students.

ONLINE TEACHING RESOURCES

There are many resources to support you as you teach online. Below are notable OISE and University of Toronto efforts that will allow you to explore and continue to develop your online teaching skills and course offerings.

OISE ONLINE: TEACHING AND LEARNING SITE

The OISE Online site provides you with a variety of instructor and student facing resources. There are video tutorials, blog articles, and a portal to connect for one-on-one support for topics ranging from online course deployment, course design, assessments, equity, accessibility, to building community. The site is under the supervision of our Chair, Clare Brett, supported by faculty advisors and managed by graduate students.

EDUCATION COMMONS (ED COMMONS)

This year Ed Commons is hosting weekly drop-in sessions to help improve your remote communication and collaboration skills. The schedule can be found here.

Any technical support issues experienced when running your online course can be directed toward their team via the EC Online Portal Ticketing system by emailing oise.help@utoronto.ca.

CTSI TRAINING ARCHIVES

The following are some helpful resources shared by CTSI to support your online teaching:

- Continuity planning and Online/Remote Learning
- Teaching & Assessing in Higher Education
BEST PRACTICES IN ONLINE LEARNING REFERENCE GUIDE

ZOOM TIPS FOR LIVE SESSIONS
Remember to record your live session for the benefit of students who are not able to connect live or have connecting difficulties.

Please ensure that any materials shown or shared in the live class session are also made available outside of the Zoom session (in Quercus or Pepper for example).

<table>
<thead>
<tr>
<th>WAY TO USE ZOOM TOOLBAR FEATURES</th>
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<tbody>
<tr>
<td><strong>MUTE/UNMUTE</strong> (MICROPHONE SETTINGS)</td>
<td>“Mute all” is useful if you or select individuals are presenting and want to ensure everyone can hear those key speakers. Have students unmute themselves when they want to contribute, and mute again once completed. A great way to find out if someone wants to jump into the conversation (e.g. during a question and answer period) is recommending they use the “Reactions” button. Support documentation on microphone settings is here.</td>
</tr>
<tr>
<td><strong>START/STOP VIDEO</strong> (CAMERA SETTINGS)</td>
<td>It is recommended that you as the instructor have your camera on when possible. This provides students a chance to familiarize themselves with you, and it will assist in their understanding using aural and visual cues while you are speaking. In support of equity, we recommend that you have all students turn off their cameras to ensure they have a stable connection to the session, being able to easily access what you have prepared for the synchronous meeting. Support documentation on video settings is here.</td>
</tr>
<tr>
<td><strong>MANAGING PARTICIPANTS</strong></td>
<td>You can manage your participants in various ways. It is important to understand that as a host of a Zoom meeting, you have the ability to restrict access to the room by admitting students using a “wait room” or removing students who do not belong in the meeting. There are global controls that allow you to change various participant capabilities, including: muting all participants, providing controls for screen sharing, and to assign others as co-host. Support documentation on managing participants is here.</td>
</tr>
<tr>
<td><strong>SHARE SCREEN</strong></td>
<td>Share your entire screen to everyone, or just an application (like PowerPoint). Encourage or prevent participants from sharing their screen depending on the goals of the activity. Note: When attempting to play a video or share audio associated with a presentation, it is recommended that you paste the link to that multimedia resource in the chat for students to access themselves. If you are going to play a</td>
</tr>
</tbody>
</table>
video, be sure to select “share computer audio” at the bottom left of the “Share” pop-up window.

Support documentation on managing participants is [here](#).

**RECORDING**

When a recording is initiated, it is saved locally on the device of the person (typically the host) that began the recording. Once the session has ended, a window will pop up telling you that the recording is being converted and that the file will be available soon.

Note: When the file is converting, do not stop it as it will corrupt the recording file. Once the file conversion is complete, rename the .mp4 file, and upload it to the University of Toronto [My Media Server](#) to distribute to your students using a secure URL that you can paste in your Quercus or Pepper course archive.

If you have a third-party closed captioning service integrated into your Zoom account (this is not the default, you will have to [set this up manually](#) – see Enabling Subtitles below) you can also upload a transcript of the session for students to access.

Support documentation for local recording is [here](#).

**BREAKOUT ROOMS**

Breakout rooms are a useful tool for having students engage in small group discussions during a larger session. There are many creative ways to use breakout rooms, but when designing the activities using the breakout session it is recommended that they are very focused and have a clear goal.

Try using a collaborative O365 Word Document during the breakout for your students where one member of each group takes notes on the discussion that unfolds. At the end of the breakout time, there will be a collaborative artefact that the whole community can use as a reference.

Support documentation on breakout rooms is [here](#).

**CHAT**

It is important to designate the role of your chat in your sessions. If you are using the chat as a social feature (e.g. to have them connect informally), then let your students know when you first meet. If you are using the chat as a place for students to post questions that come up during your session, make sure someone (it can be yourself or a TA or a student that volunteers to take on the role) is monitoring it so you can respond to them.

Note: When recording sessions, a transcript .txt file will be generated as part of the saved files. It will automatically include any private chat exchanges with the host.

Support documentation on the chat is [here](#).

**GENERAL**

[Tips and Tricks for Teaching Online with Zoom](#) – a list generated by Zoom of how their tools can support your course elements.

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**ENABLING SUBTITLES FOR SYNCHRONOUS PRESENTATIONS**

For those who frequently use Zoom or PowerPoint for synchronous meetings and would like to offer closed captioning to your audience you can enable. If you are using a combination of PowerPoints through Zoom, you will only need to enable one of these program settings.
Zoom subtitle instructions can be found using Zoom’s Support documentation. Note that for automatic transcription, a third party closed captioning service will need to be integrated.

PowerPoint subtitle instructions can be found using Microsoft’s O365 Support documentation.

SAFE SPACES AND DISCLAIMER ON VISUALS
This year students will be connecting from all over the world. We need to be mindful of different cultural practices and sensitivities to depictions of sexuality, nudity, violence, etc. You do not need to censor content in your lectures, but it would be a good idea that if you do include these types of images in your lectures that a disclaimer is included in your syllabus, or at the beginning of your slide deck so they can ensure that they are in a safe space to view the content.

LINKED VIDEOS AND RECORDINGS
If your recordings are linked to your online course via My Media through the institution, then students will have guaranteed access to them. It has been the case where some videos linked to Quercus that are hosted on YouTube cannot be accessed by students. Best practice would be to download the video from YouTube and upload it to your My Media account and link it in your Quercus course. Otherwise, you can embed the YouTube video in a Quercus course page, and it should maintain its functionality.

COURSE RESOURCES/READINGS
It would be helpful for you to consider generating permalinks for library accessed resources for your course reading list or having PDF versions of all course readings/resources available in your course shell. This will allow everyone in the course to access these files, regardless of where they are located. Additionally, it will reduce the confusion for your students.

STUDENT COLLABORATIONS
We would highly encourage some collaboration in your course because it helps build community and engagement. What this looks like will vary from course to course, but even if there is an opportunity for students to work in small groups throughout the term, or to collaborate on projects, it is a wonderful opportunity to support.

Typically, instructors have used Google Drive because of the automatic saving and historical review functionalities, but the University of Toronto now supports the integration of Office 365 directly into your Quercus course using “Collaborations” which functions the same way as a Google Doc would. For support documentation on how to activate Collaborations and manage them, review this Quercus support page.

OFFICE 365 (ONEDRIVE)
Using Office 365 (OneDrive) will easily allow you to use, create, share and collaborate on files directly in your Quercus course.

SHARING YOUR IDEAS
We encourage you to share your ideas and experiences using our core technologies with other instructors and our support staff. Our instructors have come up with some innovative activities in their courses and we would love to see what you have done. Please take the time to share these in your program meetings.
CTL POLICIES

STUDENT ACCOMMODATIONS

Typically, students seeking academic accommodations will provide you with a Letter of Accommodation provided by Accessibility Services at the University of Toronto.

Students who may wish to seek academic accommodations (and who are not already registered with Accessibility Services) can review the process for registering with Accessibility Services here. https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/

If students have additional questions, please refer them to Jeananne Robertson (jt.robertson@utoronto.ca), Student Success Counsellor, at the Office of the Registrar and Student Services. Resources for faculty members related to academic accommodations can be found here.

SUPPORTING STUDENTS IN DISTRESS

Course instructors are often the first people to sense that one of our students may be in distress. If you develop concerns about the safety, well-being or health of one of our students, it will be important to take action.

The University of Toronto’s website for faculty & staff supporting distressed students is a valuable resource that you should be familiar with.

These situations can be difficult, and it is not always clear how best to proceed. In response, OISE has developed a guide for supporting students in distress (see below) that we urge you to read.

Faculty and staff members develop close and supportive relationships with students - in their classes, as supervisors and advisors, and through research-centered relationships. Often, when students are in distress, they will share their concerns with their instructors, supervisors, or program staff. While many faculty and staff members are comfortable providing support and encouragement, sometimes students may describe challenges or concerns that faculty and staff members consider beyond their resources and/or comfort. It can be challenging to determine the best way to support students, especially when you may have concerns about students’ health, well-being or safety.

In addition to the University of Toronto resources listed at the website above, the following OISE resources can help to offer students a more seamless experience of support.

- Jeananne Robertson (jt.robertson@utoronto.ca; 416-978-2448), Student Success Counsellor within the Office of the Registrar and Student Services. Jeananne will meet with students to ensure that they are connected to relevant support resources. In urgent cases, you may wish to facilitate (phone or virtually) a referral to Jeananne. If you are confident that the situation is not an emergency, please advise students to contact Jeananne by phone or e-mail to arrange a virtual meeting.
Several Student Services staff members in the Office of the Registrar and Student Services are prepared to accept referrals from faculty and staff and facilitate students’ connection with crisis support resources at the University of Toronto.

- Justin Holloway & Delina Berkele, Student Success Advisors (admissions.oise@utoronto.ca; 416 978-4300).
- Ghayas Shams, Student, Career, Co-curricular Record Coordinator (ghayas.shams@utoronto.ca; 416-978-1599).
- Ian MacLeod, Director, Student Services (ian.macleod@utoronto.ca; 416-978-7861).

ADDITIONAL RESOURCES
The University of Toronto also has a student-facing website for students who are experiencing distress.

If a student communicates a personal safety situation aligning with any of the items listed below, it is encouraged that they reach out to the Community Safety Office (416-978-1485) or the Sexual Violence and Prevention Support Centre (416-978-2266)

- harassment & stalking
- bullying & threats
- domestic/family violence
- sexual assault

EQUITY & DIVERSITY POLICY
OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. These differences have been named, for example, by the Ontario Human Rights Code and include: aboriginal ancestry, race, colour, culture, ethnicity, language, ability, disability, class, age, ancestry, nationality, place of origin, faith, religion, gender expression, sex, sexual orientation, family status, marital status or gender identity. Although we have named differences by using the terminology of the Ontario Human Rights Code, we understand that this terminology is often contested and in flux.

Our commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

In the CTL department, this means that every effort must be made to support the above statement and the University of Toronto’s Statement on Equity, Diversity and Excellence. If a student experiences discrimination of any kind, they should contact their Program Coordinator, or the University of Toronto’s Anti-Racism and Cultural Diversity Office (ARCDO) at 416-978-1259 or the Sexual and Gender Diversity Office (SGDO) at 416-946-5624.
Here’s the link to report an incident to ARCODO.

Here’s the link to report an incident to SGDO.

SEXUAL AND GENDER DIVERSITY OFFICE

The University of Toronto Sexual and Gender Diversity Office (SGDO) develops partnerships to build supportive learning and working communities at the University of Toronto by working towards equity and challenging discrimination. The Office provides innovative education, programming, resources and advocacy on sexual and gender diversity for students, staff and faculty across the University’s three campuses.

The Sexual & Gender Diversity Office hosts and collaborates with groups, organizations and University departments across the three campuses to provide programming on sexual and gender diversity for students, staff and faculty.

Visit the events calendar to see an up-to-date list of programs and events.

You can stay connected to all the programming by signing up for the SGDO update e-newsletter.

Any member of the University of Toronto may contact the Sexual & Gender Diversity Office to set up an appointment to discuss equity and LGBTQ-related issues and experiences. Staff of the Sexual & Gender Diversity Office are not trained counsellors, though can provide support, resources and referrals around a range of topics and issues connected with sexual and/or gender identity.

These might include issues such as (but not limited to):

- Understanding your sexual and/or gender identity
- Coming out
- Transitioning
- Questions about LGBTQ identities or communities
- Negotiating your HIV status and/or sexual health
- Negotiating LGBTQ issues the classroom
- Negotiating LGBTQ issues in the workplace
- Support with policy or administration within the university
- Connecting with LGBTQ campus organizations and/or communities
- Connecting with off-campus organizations or resources
- Any topics or questions that you believe are connected to your sexual and/or gender identity

You can contact the SGDO by email at sgdo@utoronto.ca or by phone at 416-946-5624.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT POLICY

The University of Toronto’s Policy on Sexual Violence and Sexual Harassment applies to all OISE Teacher Candidates.

Sexual violence is defined by Ontario Bill 132 and by the Policy as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is
committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.” Sexual harassment as defined by the Ontario Human Rights Code includes but is not limited to engaging in a course of vexatious comments or conduct that is known or ought to be known to be unwelcome. Sexual harassment includes any sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome. Sexual harassment also includes a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance, where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person. It is conduct that creates an intimidating, hostile, or offensive working or learning environment, and which a reasonable person would realize was unacceptable.

Sexual violence includes sexual assault and gender-based harassment, which may include, but is not limited to unwelcome behaviour such as:

- suggestive comments or gestures
- sexual innuendo or banter
- leering
- remarks about looks, dress, or lifestyle
- pressure for dates
- homophobic insults
- verbal abuse
- intrusive physical behaviour or contact
- non-consensual kissing, touching, fondling, penetration
- sexual solicitation or advance made by a person in a position of power
- a course of vexatious comment or conduct related to a person’s sex, sexual orientation, gender expression or gender identity.

Some instances of sexual violence are very clear and are intentionally demeaning or discriminatory; others are ambiguous and may result from thoughtlessness or incomprehension. The Policy requires people to treat one in a manner that is free of sexual violence or sexual harassment so that members of the University community can study, work and live in a safe environment.

Students with sexual harassment concerns should immediately contact their Program Coordinator, or the University of Toronto’s Sexual Violence Prevention and Support Centre at safety.utoronto.ca/sexual-violence-sexual-harassment.
FACULTY ADVISOR VS. THESIS SUPERVISOR

On students’ offer of admission, they were assigned a faculty advisor. Faculty advisors are faculty members assigned to provide students with assistance on course selection and navigating through their program. For MA and PhD students, their faculty advisor is not their Thesis Supervisor, but they may eventually become their Thesis Supervisor upon formation of a students’ thesis committee. However, as students’ progress in their program and solidify their research, they may also decide to work with a different faculty member as their Thesis Supervisor. When the time comes to form a student’s thesis committee, their Thesis Supervisor becomes their main academic support.

Master of Education students can benefit from the faculty advisor’s advice on course selection and, although students in thesis track degrees such as the MA and PhD may decide to choose a different thesis supervisor, thesis track students should select a tentative thesis topic or problem as soon as possible, and seek opinions regarding its suitability from you, their faculty advisor, and other members of the faculty. When students select a topic or a particular area for thesis research, they will normally discuss them with you for the purpose of determining a suitable thesis supervisor. A faculty advisor will usually become the students’ thesis supervisor, but this is not a requirement.

A student must choose a thesis supervisor within the department in which they are registered who is able to provide adequate supervision. We have asked students that if you are not their faculty advisor, as a courtesy they should inform you. The main task of the faculty advisor at this stage is to facilitate contact between the student and a possible research supervisor. The decision regarding thesis supervision must be by mutual consent between the student and the potential supervisor and is subject to approval by our Department Chair. For more information on your role as a supervisor there is a new online version of the SGS Graduate Supervision Handbook.
PROGRAM REQUIREMENTS

This section of the handbook is just for your information about the programs, a review of the content is advised so you become familiar with it.

CURRICULUM & PEDAGOGY (C&P)

C&P MASTER OF EDUCATION (MED) REQUIREMENTS
The MEd program of study consists of 10 half-courses, at least five of which are undertaken in the Curriculum & Pedagogy Program (CTL1000-level or CTL5000-5299 courses) and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

- **5 C&P HALF COURSES**
  - CTL1000-level or CTL5000-5299
  - *must include CTL1000H Foundations

- **5 ELECTIVE HALF COURSES**
  - (C&P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)

C&P MASTER OF ARTS (MA) REQUIREMENTS
The MA may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are undertaken in the Curriculum & Pedagogy Program (CTL1000-level or CTL5000-5299 courses), and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course list. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

- **4 C&P HALF COURSES**
  - CTL1000-level or CTL5000-5299
  - *must include CTL1000H Foundations + 1 Research Methods course

- **4 ELECTIVE HALF COURSES**
  - (C&P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)

- **THESIS**

C&P FULL-TIME AND FLEXIBLE-TIME PHD REQUIREMENTS
Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Degree requirements for both programs are the same. The PhD program of study normally consists of seven half courses, at least four of which are ordinarily CTL1000-level, CTL5000-5299 or CTL6000-6299 courses undertaken in the Program. Students are also required to complete CTL1899H, the C&P doctoral proseminar course. Additional courses may be required of some candidates. Students are
expected to take CTL1000H if they did not complete it at the master’s level, one course in research methods from an approved course list, as well as the Doctoral proseminar.

<table>
<thead>
<tr>
<th>5 C&amp;P HALF COURSES</th>
<th>2 ELECTIVE HALF COURSES</th>
<th>C&amp;P COMPS EXAM</th>
<th>THESIS</th>
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<tbody>
<tr>
<td>CTL1000-level or CTL5000-5299 or CTL6000-6299 *must include CTL1000H Foundations + CTL1899H Proseminar + 1 Research Methods course</td>
<td>(C&amp;P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)</td>
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**DOCTORAL ‘CANDIDACY’** All doctoral students are subject to the requirements for good academic standing, including candidacy. To achieve ‘candidacy’, doctoral students are required to complete coursework, comprehensive exams and thesis committee formation by the end of YEAR 3 for PhD full-time students and at the end YEAR 4 for PhD flexible–time students.
LANGUAGE AND LITERACIES EDUCATION (LLE)

LLE MASTER OF EDUCATION (MED) REQUIREMENTS

The MEd consists of 10 half courses. Students must take a minimum of five CTL3000-level or CTL5300-5699 half courses within the program. May be taken on a full- or part-time basis. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

5 LLE HALF COURSES
CTL3000-level or CTL5300-5699

5 ELECTIVE HALF COURSES
(C&P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)

LLE MASTER OF EDUCATION (MED) LANGUAGE TEACHING CONCENTRATION REQUIREMENTS

The MEd Concentration in Language Teaching may be taken on a full-time basis only. Degree requirements consist of 10 half courses. CTL3002H and CTL3010H are required, as well as any three from the following list: CTL3000H, CTL3003H, CTL3008H, CTL3013H, CTL3020H, CTL3101H, CTL3797H, CTL5305H. A practicum placement (CTL3797H) is structured into the program for those with more novice teaching experience. The placement comprises 20-30 hours in a professional language education setting, and is overseen by an LLE faculty member, and an experienced language teacher in the practicum setting.

This concentration does not lead to certification with the Ontario College of Teachers, and it does not lead to TESL Ontario certification.

5 LLE HALF COURSES
CTL3002H + CTL3010H +
THREE OF THE FOLLOWING:
CTL3000H, CTL3003H, CTL3008H, CTL3013H,
CTL3020H, CTL3101H, CTL3797H, CTL5305H

5 ELECTIVE HALF COURSES
(C&P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)
LLE MASTER OF ARTS (MA) REQUIREMENTS

The MA program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Students must take a minimum of four CTL 3000-level or CTL5300-5699 half-courses within the program. Courses must include CTL3001H Research Colloquium in Language and Literacies Education, plus a course in research methods [RM] relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3033H, CTL3800H, CTL3807H, CTL3810H, JOI1287H, JOI1288H, APD1296H, APD3202H, APD3228H, SJE1905H. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

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<thead>
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<th>4 LLE HALF COURSES</th>
<th>4 ELECTIVE HALF COURSES</th>
<th>THESIS</th>
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<td>CTL3000-level or CTL5300-5699 *must include CTL3001H Research Colloquium in LLE + 1 Research Methods course</td>
<td>(C&amp;P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)</td>
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LLE FULL-TIME AND FLEXIBLE-TIME PHD REQUIREMENTS

Full-time PhD students must complete their degree requirements within six years. Students in the flexible-time PhD option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The PhD normally consists of seven half-courses, comprehensive examination and a thesis embodying the results of an original investigation. Students must take a minimum of four CTL 3000-level, CTL5300-5699 or CTL6300-6999 half-courses within the Program. Students are required to take CTL3001H Research Colloquium in Language and Literacies Education as well as CTL3899H Proseminar in Language and Literacies Education, if not previously taken at the Master’s Level. If CTL3001H or CTL3899H was taken at the Master’s level, students are not permitted to take either course again and should substitute them with another CTL3000-level course. A Research Methods [RM] course relevant to the topic of the thesis is also a requirement of the PhD program. Any of the following courses can fulfill this requirement: CTL1018H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3033H, CTL3800H, CTL3803H, CTL3807H, CTL3810H, JOI1287H, JOI1288H, APD1296H, APD3202H, APD3228H, SJE1905H.

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<th>5 LLE HALF COURSES</th>
<th>2 ELECTIVE HALF COURSES</th>
<th>C&amp;P COMPS EXAM</th>
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<td>CTL3000-level or CTL5300-5699 or CTL6300-6999 *must include CTL3001H Research Colloquium in LLE + CTL3899H Proseminar in LLE + 1 Research Methods course</td>
<td>(C&amp;P courses, LLE courses, collaborative specialization courses, courses in other OISE departments, etc.)</td>
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DOCTORAL ‘CANDIDACY’ All doctoral students are subject to the requirements for good academic standing, including candidacy. To achieve ‘candidacy’, doctoral students are required to complete coursework, comprehensive exams and thesis committee formation by the end of YEAR 3 for PhD full-time students and at the end YEAR 4 for PhD flexible–time students.
COURSE ENROLMENT

ENROLLING IN COURSES

Course enrolment for the Fall 2020 and Winter 2021 sessions began on July 15, 2020 via ACORN (Accessible Campus Online Resource Network). It is advisable to select your courses as soon as possible to improve your chances of adding all your choices. For Fall session courses, after September 2nd, 2020, you will require the approval of the course Instructor to complete course enrolment. Please note that you can still enroll in Winter session courses online (via ACORN/ROSI until December 17, 2020).

Adding a course after the enrolment deadline

OISE is transitioning to DocuSign for many of its forms. To add a course after the deadline stated above, visit the student forms section of the ORSS website to direct the form to the instructor’s email for signature and then to the appropriate department administrator for approval. Completed forms are sent directly to the ORSS for processing. Instructions and emails are on the form.

FULL-TIME STUDENTS can enroll in the following number of courses: Fall 2020/Winter 2021 Sessions – a minimum of 2 half-courses in each session up to a maximum of the equivalent of 6 half-courses over the Fall and Winter Sessions (i.e., a maximum of 3 half-courses in one session, 3 in the other session). Students wanting to register in a 4th half-course in 1 of the 2 sessions must register with a “course add/drop” form and not on ACORN.

PART-TIME STUDENTS can enroll in the following number of courses: Fall 2020 Session – 1 half-course and Winter 2021 Session – 1 half-course.

OUR COURSE SCHEDULE

Visit the OISE Office of the Registrar and Student Services for our course schedule.

The courses are listed in numeric order. You can filter the course schedule to see only courses in your home department. Your home department is “CTL” (Curriculum, Teaching and Learning). Your home department offers 3 graduate programs. The numeric digit in the course code designates to which program the course belongs and the sequencing of the codes designates the degree level.

<table>
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<th>Series</th>
<th>Description</th>
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<td>CTL1000 SERIES</td>
<td>Curriculum &amp; Pedagogy (C&amp;P) courses</td>
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<tr>
<td>CTL3000 SERIES</td>
<td>Language and Literacies Education (LLE) courses</td>
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<tr>
<td>CTL7000 SERIES</td>
<td>Master of Teaching (MT) courses, only available to MT students</td>
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<td>CTL5000 to 5299</td>
<td>Special Topics in Curriculum &amp; Pedagogy: Masters Level</td>
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<tr>
<td>CTL6000 to 6299</td>
<td>Special Topics in Curriculum &amp; Pedagogy: Doctoral Level</td>
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<tr>
<td>CTL5300 to 5699</td>
<td>Special Topics in Language and Literacies in Education: Master’s Level</td>
</tr>
<tr>
<td>CTL6300 to 6999</td>
<td>Special Topics in Language and Literacies in Education: Doctoral Level</td>
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Most Master’s Level Special Topics courses will allow enrolment from both masters and doctoral students unless otherwise indicated on the online course schedule. In instances where course enrolment is actually limited to one degree level, course enrolment is normally possible only by permission of the course instructor.

HOW TO INTERPRET OUR COURSE CODES
Course numbers (Activity Codes) are listed as a string of 9 characters (e.g., CTL1000H S)
- the first three letters indicate the department offering the course
- four numerals (course code)
- the first letter following the four numerals indicates the weight of the course
  - (H = half-course; Y = full-course)
- the last letter (the Section Code) indicates when the course is offered:

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<tr>
<th>FALL/WINTER SESSIONS</th>
<th>SUMMER SESSION</th>
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<tr>
<td>F = September-December</td>
<td>F = May-June</td>
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<td>W = January-April</td>
<td>S = July-August</td>
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<tr>
<td>Y = September-April</td>
<td>Y = May-August</td>
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COURSE ENROLMENT FAQS FOR STUDENTS

THE CLASS I WANT IS FULL. CAN I STILL ENROL?
You may request that the SWS ‘list’ courses in which space is available. If the course you wish to add is full, you may place your name on an ACORN managed waitlist if the course section is ‘waitlistable’. If space becomes available, you will automatically be placed in the course. Waitlists are managed on ACORN until the deadline to add courses without the instructor’s permission which was September 2nd, 2020. If you are unable to get into the course by the beginning of the session, email the faculty member listed on the course section in ACORN and see if there is room in the course. If you are accepted into the course, complete a Course Add/Drop Form with the course and section numbers, the session in which the course is offered, and instructor’s signature included on the form.

WHAT DO I DO IF MY COURSE IS CANCELLED?
There is always a possibility of cancellation of scheduled courses due to unanticipated low enrolment or staffing circumstances. The Department concerned will contact you as soon as possible if it is necessary to cancel any course that you have chosen. To find out about the other courses you can take instead, visit the ORSS Course Schedule.

WHAT IS RST9999YH ON ACORN? DOES IT COUNT TOWARD MY COURSE LOAD?
ACORN has the capability of automatically enrolling students in sets of courses at admission or when registration records are “rolled over” from one session to another. ACORN automatically loads the compulsory continuous course RST9999Y-Research for thesis track degrees like the MA or PhD. This course does not count towards a student’s course load, but merely indicates that a student is enrolled in a thesis-track degree program.
Along with other very important registration information, there are forms you can download from the Office of the Registrar and Student Services website. Below is a list of some of the forms that students may require during your program. It is recommended that you bookmark the page so that you can easily access it anytime.

### STUDENT FORM CATEGORIES

| COURSES | OISE Course Add/Drop  
          | SGS Add/Drop Course(s)  
          | Individual Reading and Research  
          | Transfer Credit and/or Course Exemption  
          | Extension to Complete Coursework  
          | Verification of Illness or Injury  |
|---------|-------------------------------------------------
| REGISTRATION | Leave of Absence  
              | Full-Time Off-Campus Study  
              | Degree and/or Program Transfer  
              | Name/Gender Change  
              | Reinstatement Prior to Expiration of Time Limit  
              | Reinstatement After Time Limit  
              | Program Withdrawal  
              | Request to Re-register  
              | Program Extension (current regulation)  
              | Program Extension (prior regulation)  |
| APPEALS | Graduate Department Academic Appeals Committee – Notice of Appeal  
          | Graduate Academic Appeals Board – Notice of Appeal  |
| THESIS SUPERVISION | Comprehensive Requirement  
                     | Thesis Supervision Approval  
                     | Comprehensive Requirement (Doctoral) completion form  |
| COMPREHENSIVE REQUIREMENT | Recommendation for Master’s Degree  
                            | Doctoral Final Oral Exam Nomination  
                            | Application to Graduate – Master’s students (doctoral students do not need to apply to graduate)  |

### ETHICAL REVIEW

The University of Toronto has an online tool for Ethics Review Protocol Submission. Learn more about the review process and how it relates to your CTL thesis-track program.
**CTL ANNUAL REVIEW**

All thesis-track students must complete the [CTL Annual Review Form](#). Terry Louisy will send information to students and faculty as appropriate to remind them to complete this form.
University of Toronto St. George Campus (UTSG) is located in the vibrant downtown Toronto core, providing students with the ability to experience what the city has to offer while also providing a close-knit community feel. The following housing options are available on the St. George campus.

**U OF T HOUSING SERVICES**
Visit the U of T Housing Services website for helpful information including Residence & Student Family Housing, Off-Campus Housing and Temporary & Summer Housing. You can also find Housing Tools or make an appointment: [www.studentlife.utoronto.ca/hs](http://www.studentlife.utoronto.ca/hs).

**GRADUATE HOUSE**
Graduate House is a 423-bed, suite-style residence located at 60 Harbord Street and is home to both students from the School of Graduate Studies and students from six U of T faculties including Dentistry, Law, Medicine, Nursing, OISE and Pharmacy. For more information, visit: [gradhouse.utoronto.ca/](http://gradhouse.utoronto.ca/).
INTERNATIONAL STUDENTS

INTERNATIONAL TRANSITION ADVISOR, CENTRE FOR INTERNATIONAL EXPERIENCE

The University of Toronto’s Centre for International Experience (CIE) has an International Transition Advisor available to assist all international graduate students on a large range of questions and concerns including:

- adjusting to Canadian life
- where to find Citizenship & Immigration Canada support
- accessing free resources for academic success
- where to develop career strategies
- or any other topic they may want to discuss

The CIE Transition Advisor for OISE students is Hanna Caplan. You are invited to book an appointment if you wish to discuss your transition to Canada, and/or into OISE and the University of Toronto.

Hanna Caplan
International Transition Advisor
Centre for International Experience | University of Toronto
Phone: 416-525-5158 | Email: hanna.caplan@utoronto.ca | www.cie.utoronto.ca

Additionally, OISE’s Office of the Registrar and Student Services (ORSS) has an International Recruitment and Student Success Coordinator available to support international students in CTL. International students in the CTL Department are invited to contact Andy Xia for questions, support, etc.

Andy Xia
International Recruitment and Student Success Coordinator
Office of the Registrar and Student Services | OISE | University of Toronto
Phone: 416-978-1601 | Email: xiaoyong.xia@utoronto.ca | www.oise.utoronto.ca/orss
DIRECTORY

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING

Location: 10th & 11th Floors - due to the COVID-19 pandemic, our physical offices remain closed.
Office Hours: We are happy to help you remotely.
Website: www.oise.utoronto.ca/ctl

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ADMINISTRATION

<table>
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<tr>
<th>CONTACT</th>
<th>ROOM</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Dr. Clare Brett</td>
<td>11-142</td>
<td><a href="mailto:clare.brett@utoronto.ca">clare.brett@utoronto.ca</a></td>
<td>416-978-0132</td>
</tr>
<tr>
<td>Chair</td>
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<tr>
<td>Dr. Kathy Broad</td>
<td>11-136</td>
<td><a href="mailto:k.broad@utoronto.ca">k.broad@utoronto.ca</a></td>
<td>416-978-0061</td>
</tr>
<tr>
<td>Associate Chair - Teacher Education</td>
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<tr>
<td>Dr. Antoinette Gagné</td>
<td>11-134</td>
<td><a href="mailto:antoinette.gagne@utoronto.ca">antoinette.gagne@utoronto.ca</a></td>
<td>416-978-0283</td>
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<tr>
<td>Associate Chair - Student Experience</td>
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<tr>
<td>Morgan Selvanathan</td>
<td>11-138</td>
<td><a href="mailto:morgan.selvanathan@utoronto.ca">morgan.selvanathan@utoronto.ca</a></td>
<td>416-978-0034</td>
</tr>
<tr>
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<tr>
<td>Terry Louisy</td>
<td>11-132</td>
<td><a href="mailto:terry.louisy@utoronto.ca">terry.louisy@utoronto.ca</a></td>
<td>416-978-0054</td>
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<tr>
<td>Coordinator, Graduate Programs</td>
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<tr>
<td>Michelle Pon</td>
<td>11-126</td>
<td><a href="mailto:michelle.pon@utoronto.ca">michelle.pon@utoronto.ca</a></td>
<td>416-978-0051</td>
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<tr>
<td>Graduate Liaison Officer</td>
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<tr>
<td>Bessie Giannikos</td>
<td>11-144</td>
<td><a href="mailto:bessie.giannikos@utoronto.ca">bessie.giannikos@utoronto.ca</a></td>
<td>416-978-0060</td>
</tr>
<tr>
<td>Manager, Finance &amp; Administration</td>
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<tr>
<td>Alexandra Makos</td>
<td>11-148</td>
<td><a href="mailto:alexandra.makos@utoronto.ca">alexandra.makos@utoronto.ca</a></td>
<td>416-978-0052</td>
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<tr>
<td>Research, Partnerships &amp; Communications Officer</td>
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<tr>
<td>Alex Andrei</td>
<td>11-150</td>
<td><a href="mailto:alex.andrei@utoronto.ca">alex.andrei@utoronto.ca</a></td>
<td>416-978-0042</td>
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<tr>
<td>Application Support Specialist</td>
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CURRICULUM & PEDAGOGY PROGRAM

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<td>Dr. Kathleen Gallagher</td>
<td>10-110</td>
<td><a href="mailto:kathleen.gallagher@utoronto.ca">kathleen.gallagher@utoronto.ca</a></td>
<td>416-978-0160</td>
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<tr>
<td>Program Co-Coordinator</td>
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<tr>
<td>Dr. Sarfaroz Niyozov</td>
<td>10-138</td>
<td><a href="mailto:sarfaroz.niyozov@utoronto.ca">sarfaroz.niyozov@utoronto.ca</a></td>
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<tr>
<td>Program Co-Coordinator</td>
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<tr>
<td>Danny Cavanagh</td>
<td>10-106</td>
<td><a href="mailto:danny.cavanagh@utoronto.ca">danny.cavanagh@utoronto.ca</a></td>
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<tr>
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<tr>
<td>Cheryl Clarke</td>
<td>11-230</td>
<td><a href="mailto:cherylj.clarke@utoronto.ca">cherylj.clarke@utoronto.ca</a></td>
<td>416-978-0245</td>
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<tr>
<td>Julie Kerekes</td>
<td>10-248</td>
<td><a href="mailto:julie.kerekes@utoronto.ca">julie.kerekes@utoronto.ca</a></td>
<td>416-978-0303</td>
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<td>Acting Program Coordinator</td>
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<tr>
<td>Andrea Cuellar</td>
<td>10-244</td>
<td><a href="mailto:andrea.cuellar@utoronto.ca">andrea.cuellar@utoronto.ca</a></td>
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<td>Program &amp; Finance Assistant</td>
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<td><strong>MASTER OF TEACHING PROGRAM</strong></td>
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<tr>
<td>David Montemurro</td>
<td>11-120</td>
<td><a href="mailto:d.montemurro@utoronto.ca">d.montemurro@utoronto.ca</a></td>
<td>416-978-0197</td>
</tr>
<tr>
<td>Associate Director/Secondary Coordinator</td>
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</tr>
<tr>
<td>Dr. Mary Reid</td>
<td>11-122</td>
<td><a href="mailto:mary.reid@utoronto.ca">mary.reid@utoronto.ca</a></td>
<td>416-978-4611</td>
</tr>
<tr>
<td>Associate Director/Elementary Coordinator</td>
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<tr>
<td>Dr. Angela Vemic</td>
<td>11-160</td>
<td><a href="mailto:angela.vemic@utoronto.ca">angela.vemic@utoronto.ca</a></td>
<td>416-978-2396</td>
</tr>
<tr>
<td>Research Coordinator / Teaching and Learning Coordinator</td>
<td></td>
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<tr>
<td>Dr. Kim MacKinnon</td>
<td>11-230</td>
<td><a href="mailto:kimberley.mackinnon@utoronto.ca">kimberley.mackinnon@utoronto.ca</a></td>
<td>416-978-0074</td>
</tr>
<tr>
<td>Online Teaching &amp; Learning Coordinator</td>
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<tr>
<td>Paula Markus</td>
<td>TBA</td>
<td><a href="mailto:paula.markus@utoronto.ca">paula.markus@utoronto.ca</a></td>
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<td>Chair, MT Admissions</td>
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<tr>
<td>Mary Lovatsis</td>
<td>11-124</td>
<td><a href="mailto:m.lovatsis@utoronto.ca">m.lovatsis@utoronto.ca</a></td>
<td>416-978-2312</td>
</tr>
<tr>
<td>Program Assistant and Liaison</td>
<td></td>
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</tr>
<tr>
<td>Anne Marie Chudleigh</td>
<td>11-118</td>
<td><a href="mailto:a.chudleigh@utoronto.ca">a.chudleigh@utoronto.ca</a></td>
<td>647-300-1929</td>
</tr>
<tr>
<td>Partnership Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Phillippa Pothemont</td>
<td>11-104C</td>
<td><a href="mailto:p.pothemont@utoronto.ca">p.pothemont@utoronto.ca</a></td>
<td>416-978-0041</td>
</tr>
<tr>
<td>Program Assistant – Partnership/Practicum</td>
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<tr>
<td>Sherri SenGupta</td>
<td>11-116</td>
<td><a href="mailto:sherri.sengupta@utoronto.ca">sherri.sengupta@utoronto.ca</a></td>
<td>416-978-0183</td>
</tr>
<tr>
<td>Practicum Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Susan London McNab</td>
<td>11-112</td>
<td><a href="mailto:susan.mcnab@utoronto.ca">susan.mcnab@utoronto.ca</a></td>
<td>416-978-0044</td>
</tr>
<tr>
<td>Practicum Coordinator</td>
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<tr>
<td>Dr. Ken McNeilly</td>
<td>11-114</td>
<td><a href="mailto:kenneth.mcneilly@utoronto.ca">kenneth.mcneilly@utoronto.ca</a></td>
<td>416-978-0045</td>
</tr>
<tr>
<td>Practicum Coordinator</td>
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</tr>
<tr>
<td>Marguerite Campbell</td>
<td>11-110</td>
<td><a href="mailto:marguerite.campbell@gmail.com">marguerite.campbell@gmail.com</a></td>
<td>416-978-0043</td>
</tr>
<tr>
<td>Practicum Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Lynette Lobo</td>
<td>11-104B</td>
<td><a href="mailto:lynette.lobo@utoronto.ca">lynette.lobo@utoronto.ca</a></td>
<td>416-978-0152</td>
</tr>
<tr>
<td>Program Assistant – Partnership/Practicum</td>
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OFFICE OF THE REGISTRAR AND STUDENT SERVICES

At the present time, the ORSS is offering digital service to students.

Website: www.oise.utoronto.ca/orss

<table>
<thead>
<tr>
<th>ADMISSION INQUIRIES, SATISFYING CONDITIONS</th>
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<tr>
<td>CONTACT</td>
</tr>
<tr>
<td>General inquiries</td>
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<th>REGISTRATION INQUIRIES, FEE QUESTIONS, DEADLINES</th>
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<tr>
<td>CONTACT</td>
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<tr>
<td>Master’s Students</td>
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<td>Doctoral Students</td>
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<tr>
<th>FINANCIAL ASSISTANCE</th>
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<tbody>
<tr>
<td>CONTACT</td>
</tr>
<tr>
<td>Anne Marie Kwan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT COUNSELLING, ACCOMMODATIONS, ACCESSIBILITY, EQUITY, ADVOCACY</th>
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<tbody>
<tr>
<td>CONTACT</td>
</tr>
<tr>
<td>Jeananne Robertson</td>
</tr>
<tr>
<td>Ghayas Shams</td>
</tr>
</tbody>
</table>
## STUDENT ASSOCIATIONS

<table>
<thead>
<tr>
<th>ASSOCIATION NAME</th>
<th>EMAIL</th>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTL Students’ Association</strong></td>
<td><a href="mailto:oise.ctlsa@utoronto.com">oise.ctlsa@utoronto.com</a></td>
<td><strong>CTLSA Online</strong></td>
</tr>
<tr>
<td>Represents all graduate students in CTL. Works with OISE, the CTL Administration and the Graduate Students’ Association to advance students’ academic and professional needs.</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>CIDE Students’ Association</strong></th>
<th><a href="mailto:oisecidesa@gmail.com">oisecidesa@gmail.com</a></th>
<th><strong>CIDESA Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Comparative, International and Development Education Student Association (CIDE SA) is focused on the activities of the student body of CIDEC. Though having distinct operations, the CIDE SA encourages students to participate in CIDEC events &amp; activities. The ways in which the CIDE SA supports and are involved in the larger CIDE community are numerous and depend on the interests/needs of students involved each year as well as the evolving needs of the program and the CIDE advisory council.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Students’ Association</strong></th>
<th><a href="mailto:oiseisa@utoronto.ca">oiseisa@utoronto.ca</a></th>
<th><strong>OISE ISA Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>OISE’s International Students’ Association (ISA) arranges “buddies” for incoming students from abroad. It works jointly with other organizations to serve international students’ interests and represents international students on committees and councils established at OISE. It helps international students become woven into the fabric of the OISE community. The ISA represents the international students’ perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students.</td>
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<table>
<thead>
<tr>
<th><strong>CUPE3907</strong></th>
<th><a href="mailto:chiefsteward@cupe3907.ca">chiefsteward@cupe3907.ca</a></th>
<th><strong>CUPE 3907 Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CUPE 3907 is the union that represents all Graduate Assistants (GAs) at OISE. If you have questions about your work as a GA, the terms of the collective bargaining agreement, or if you’re looking for opportunities to get involved, feel free to contact CUPE 3907.</td>
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## ADDITIONAL INFORMATION

### OISE RESOURCES

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>WEBSITE</th>
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<tbody>
<tr>
<td>Accessibility Services and Academic Accommodations</td>
<td><a href="http://www.oise.utoronto.ca/orss/Accessibility_Services_and_Academic_Accommodations.html">www.oise.utoronto.ca/orss/Accessibility_Services_and_Academic_Accommodations.html</a></td>
</tr>
<tr>
<td>Course Information</td>
<td><a href="http://www.oise.utoronto.ca/orss/Course_Enrolment/index.html">www.oise.utoronto.ca/orss/Course_Enrolment/index.html</a></td>
</tr>
<tr>
<td>Library Support</td>
<td><a href="http://www.oise.library.utoronto.ca">www.oise.library.utoronto.ca</a></td>
</tr>
<tr>
<td>Ministry of Education</td>
<td><a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a></td>
</tr>
<tr>
<td>Office of the Registrar &amp; Student Services (OISE)</td>
<td><a href="http://www.oise.utoronto.ca/ss/">www.oise.utoronto.ca/ss/</a></td>
</tr>
<tr>
<td>OISE Psychology Clinic</td>
<td><a href="http://www.oise.utoronto.ca/psychservices/">www.oise.utoronto.ca/psychservices/</a></td>
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### ACADEMIC POLICIES AND SUPPORT

<table>
<thead>
<tr>
<th>RESOURCE</th>
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<tbody>
<tr>
<td>Code of Behaviour on Academic Matters</td>
<td><a href="http://governingcouncil.utoronto.ca/policies/behaveac.htm">governingcouncil.utoronto.ca/policies/behaveac.htm</a></td>
</tr>
<tr>
<td>Code of Student Conduct</td>
<td><a href="http://governingcouncil.utoronto.ca/policies/studentc.htm">governingcouncil.utoronto.ca/policies/studentc.htm</a></td>
</tr>
<tr>
<td>General Information on Writing Support</td>
<td><a href="http://writing.utoronto.ca">writing.utoronto.ca</a></td>
</tr>
<tr>
<td>SGS Supervision Guidelines for Students</td>
<td><a href="http://sgs.utoronto.ca/resources-supports/supervision-guidelines/supervision-guidelines-for-students-section-1-introduction/">sgs.utoronto.ca/resources-supports/supervision-guidelines/supervision-guidelines-for-students-section-1-introduction/</a></td>
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### STUDENT LIFE

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>WEBSITE</th>
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<tbody>
<tr>
<td>Academic Success Centre (UofT)</td>
<td><a href="http://studentlife.sutoronto.ca/department/academic-success/">studentlife.sutoronto.ca/department/academic-success/</a></td>
</tr>
<tr>
<td>Accessibility Services (UofT)</td>
<td><a href="http://studentlife.sutoronto.ca/department/accessibility-services/">studentlife.sutoronto.ca/department/accessibility-services/</a></td>
</tr>
<tr>
<td>Anti-Racism and Cultural Diversity Office</td>
<td><a href="http://antiracism.utoronto.ca/">antiracism.utoronto.ca/</a></td>
</tr>
<tr>
<td>Athletic Centre</td>
<td><a href="http://athletics.utoronto.ca/">athletics.utoronto.ca/</a></td>
</tr>
<tr>
<td>Career Exploration and Education</td>
<td><a href="http://studentlife.sutoronto.ca/department/career-exploration-education/">studentlife.sutoronto.ca/department/career-exploration-education/</a></td>
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<tr>
<td>Community Safety Office</td>
<td><a href="http://communitysafety.utoronto.ca/">communitysafety.utoronto.ca/</a></td>
</tr>
<tr>
<td>Family Care Office</td>
<td><a href="http://familycare.utoronto.ca/">familycare.utoronto.ca/</a></td>
</tr>
<tr>
<td>First Nations House</td>
<td><a href="http://fnh.utoronto.ca/">fnh.utoronto.ca/</a></td>
</tr>
<tr>
<td>Health and Wellness Services and Programs</td>
<td><a href="http://healthandwellness.utoronto.ca/">healthandwellness.utoronto.ca/</a></td>
</tr>
<tr>
<td><strong>Sexual and Gender Diversity Office</strong></td>
<td>sgdo.utoronto.ca/</td>
</tr>
<tr>
<td><strong>Sexual Harassment Office</strong></td>
<td>safety.utoronto.ca/</td>
</tr>
<tr>
<td><strong>Student Housing Office</strong></td>
<td>housing.utoronto.ca/</td>
</tr>
<tr>
<td><strong>University of Toronto Graduate Student Union (UTGSU)</strong></td>
<td>utgsu.ca/</td>
</tr>
<tr>
<td><strong>University of Toronto Libraries</strong></td>
<td>library.utoronto.ca/</td>
</tr>
<tr>
<td><strong>University of Toronto Students’ Union</strong></td>
<td>utsu.ca/</td>
</tr>
<tr>
<td><strong>University Ombudsperson</strong></td>
<td>ombudsperson.utoronto.ca/</td>
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**PROFESSIONAL DEVELOPMENT**

<table>
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<tr>
<th><strong>RESOURCE</strong></th>
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<tr>
<td><strong>OISE Student Success Centre</strong></td>
<td>oise.utoronto.ca/orss/OISE_Student_Success_Centre.html</td>
</tr>
<tr>
<td><strong>School of Continuing Studies</strong></td>
<td>learn.utoronto.ca/</td>
</tr>
<tr>
<td><strong>SGS Graduate Professional Skills (GPS) Program</strong></td>
<td>sgs.utoronto.ca/resources-supports/graduate-professional-development-gpd/graduate-professional-skills-gps/</td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td>studentlife.utoronto.ca/leadership.htm</td>
</tr>
</tbody>
</table>
**SECURITY AND PERSONAL SAFETY**

Due to the COVID-19 pandemic, although the OISE building is open, most offices at OISE are working remotely. There are minimal staff in the OISE Library and the Education Commons but these spaces are for limited use. Should you need to come into OISE, the following tips should be reviewed.

### SAFETY GUIDE - QUICK REFERENCE

| EMERGENCY NUMBERS | (9) 911 – POLICE/FIRE/AMBULANCE  
|                   | 416-978-2222 or (8) 2222 – U of T CAMPUS POLICE  
|                   | 416-978-3636 – OISE Security  
|                   | 416-978-0031 – OISE Building Operations  
|                   | If you observe anyone in the building or on your floor who is acting suspiciously or who may not have legitimate presence in the building, immediately contact OISE Security at 416-978-3636 or call U of T Police at 416-978-2222. |

| EMERGENCY PLANNING | Familiarize yourself with the location of NEAREST exit stairs  
|                    | Familiarize yourself with the location of FIRE PULL stations  
|                    | Identify any mobility issues or others needing help  
|                    | Keep aisles, hallways and doorways clear at all times |

| IN THE EVENT OF AN ALARM | Assume there is a real emergency  
|                         | Evacuate the building quickly and completely  
|                         | Use nearest stairs / DO NOT USE ELEVATORS  
|                         | Exit the building entirely – stay away from the building  
|                         | Do not re-enter the building  
|                         | Wait for signal for U of T Responder before re-entering the building |

| PARKING GARAGE OR PARKING LOT | Red Emergency buttons in parking garage  
|                              | Emergency button on red pole / blue light in Bedford St. Parking Lot  
|                              | Staff or students who require an escort to their car, transit stop or to travel between University buildings are invited to utilize the University’s Travel Safer program. Note: there are time and day/date limitations for this service. |

| ACCIDENTS | All accidents, injuries, illnesses that occur on University of Toronto property MUST be reported. Contact your instructor/supervisor immediately. You can also contact Security at 416-978-3636 who will provide First Aid assistance. |

| ACCESSIBILITY | Accessible washrooms on Ground Floor (centre stairs), on 5th Floor Student Lounge, and in the Ground Floor Library.  
|               | Accessible Parking spaces on P1, with accessible Pay Parking station. |

| PERSONAL SAFETY IN EVENINGS | Staff or students working at night can utilize the University’s Working Alone Service. Register by calling 416-978-2323, give your location and you will be contacted periodically. |