

TORONTO COLLEGE OF TECHNOLOGY



ACADEMIC CALENDAR 2004/2005

<http://www.torontocollege.com>

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Part 1 School's overall goals and philosophy

1. Introduction

This handbook has been produced to provide students and parents with information about the philosophy of University Preparation School at Toronto College of Technology (TCT High School), the structure of the school program, school routines and requirements and the academic and social responsibilities of student. While an attempt has been made to be as detailed as possible, you may still have questions that have not been answered after reading this. If this is the case, please do not hesitate to contact the school at any time.

2. Mission Statement

The mission of TCT High School is to provide a challenging academic program that lead to post-secondary education for students in a small school setting.

The school is committed to:

- offer devised special one-year foundation programs to enable students to fast-track their way to university.
- guide students through the entire university process, from selection and application to program and language preparation.
- enable all students to reach their full potential to become responsible and contributing members of the global society;
- maintain high academic standards and promote life-long learning;
- offer a supportive environment that builds self-esteem and confidence;
- develop the power of independent reasoning and the discipline of hard work;
- maintain small class sizes that will foster effective communication between teachers and students.

Part 2 OSSD Requirements

3. Graduation Requirements

3.1 Ontario Secondary School Diploma (OSSD)

The secondary school program is based on the credit system. The Ministry of Education defines a credit as "a means of recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours". The 110 hours involves planned learning activities related to the learning expectations in a course. They do not include homework.

In order to graduate students must successfully complete at least 30 credits. Credits are earned in four grades: Grades 9, 10, 11 and 12.

- **18 credits are compulsory credits** that every student must take. They include:
 - 4 English - one per grade
 - 1 French as a second language
 - 3 mathematics -at least one in Grade 11 or 12
 - 2 science
 - 1 Canadian geography

- 1 Canadian history
- 1 arts (dance, drama, media, music, visual arts)
- 1 health and physical education
- 0.5 civics
- 0.5 career studies
- 1 of: an additional English credit or a third language or a social sciences and the humanities credit or an additional Canadian and world studies credit or an additional credit in health
- 1 of: a business studies credit or physical education or an additional credit in the arts
- 1 of: a grade 11 or 12 science or a credit in technological education.
- **The remaining 12** credits are optional credits.
- Students must also:
 - pass the provincial Secondary School **Literacy Test** or **pass Ontario Secondary School Literacy Course (OSSLC)**;
 - complete 40 hours of **Community Involvement** activities.

Upon graduation, the student receives an Ontario Secondary School Diploma.

3.2 The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided they have earned a minimum of 14 credits, as follows:

- 2 English
- 1 Canadian geography or Canadian history
- 1 mathematics
- 1 science
- 1 health and physical education
- 1 arts or technological education
- 7 optional credits selected from any available courses.

3.3 The Certificate of Accomplishment

Students who leave school before fulfilling requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This Certificate is a means of recognising a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school.

A student may return to school or take additional credit courses after receiving the Certificate. The student's transcript (OST) will be updated, but a new Certificate of Accomplishment will not be awarded when the student leaves again.

A student who receives the Certificate and chooses to return to study at the secondary level may earn the OSSC and/or the OSSD after fulfilling the appropriate credit requirements for each.

4. Community Involvement requirements and procedures

In order to develop a sense of civic responsibility and community values, students must complete a minimum of 40 hours of Community Involvement prior to graduation.

- Community Involvement is a graduation requirement. An indication of completion will be entered on the student's Ontario Student Transcript, once the 40 hours have been submitted and approved.
- School staff will discuss appropriate types of Community Involvement activities and projects with students and may offer suggestions, but the selection and management of the involvement is to be directed by the student.
- Activities may take place inside or outside the school; those which occur inside the school may not be part of a credit program.
- Activities may take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes.
- Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school all qualify as Community Involvement activities.
- Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations all qualify as Community Involvement, as long as the student is not paid for the work done.

Independent activities in the community may count, such as visiting, helping *out*, and picking up groceries or supplies for an elderly or disabled neighbour; shovelling snow or taking leaves, etc. Documentation must be received from the community member, and no payment, of any kind may be received for these activities.

5. Information about the OSSLT and the OSSLC

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools starting in the 2003-2004 school year.

The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literacy demands they will face in their postsecondary endeavors. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.

The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the Ontario Secondary School Literacy Test (OSSLT), implemented in the 2001-2002 school year. The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. (The comparison chart below shows how the course incorporates and builds on the requirements of the test.) Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit

earned for successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the additional compulsory credit requirement.

6. Policies on substitutions for the compulsory courses

In order to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. The courses used for substitution must be taken from the list of compulsory courses. A substitution is made only if the student's educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

Part 3 Course

7. Definition of a Credit

TCT offers a university preparatory program consisting of courses developed to meet or exceed the requirements of the Ontario Ministry of Education. More detailed courses of study are available at the school for parents to examine if they wish to do so. A credit is defined as the successful completion of a course for which a minimum of 110 hours has been scheduled.

TCT is intended to complement a student's regular school program by providing the opportunity for senior students to complete a combination of up to 5 compulsory and optional courses per semester in a unique and challenging delivery mode.

8. Course List and Descriptions

8.1 Mathematics

Overview

The material in each course is arranged by strands, which are major content organizers. It is expected that in developing detailed courses of study from this document, teachers will weave together related expectations from different strands, in order to create an overall program that integrates and balances concept development, skill acquisition, and applications.

An important part of every course in the mathematics program is the process of inquiry, in which students develop a systematic method for exploring new problems or unfamiliar situations.

Knowing how to learn mathematics is the underlying expectation that every student in every course needs to achieve. An important stage in the inquiry process is that of *modeling*, or taking the conditions of a real situation and describing them in mathematical form. A mathematical model can appear in many different ways – as an actual physical model, or as a diagram, a graph, a table of values, an equation, or a computer model. It is important that students understand the relationships between the various models of a given situation. To do so requires that their experiences with mathematical models increase in sophistication as they progress through secondary school. The process of inquiry is highlighted throughout the grades, but the problems, and the models that represent them, become more complex as the students advance through the grades. The choice of some specific concepts and skills in the curriculum has taken into consideration the development of sophisticated yet easily used calculators and computer software. The curriculum has been designed to integrate appropriate technologies into the learning and doing of mathematics, while equipping students with the manipulation skills necessary to understand other aspects of the mathematics that they are learning, to solve meaningful problems, and to continue to learn mathematics with success in the future.

Technology is not used to replace skill acquisition. Rather, technology is required when its use represents either the only way or the most effective way to achieve an expectation.

Courses:

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Functions and Relations	University	<i>MCR3U</i>	Principles of Mathematics, Grade 10, Academic
12	Advanced Functions and Introductory Calculus	University	<i>MCB4U</i>	Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College
12	Geometry and Discrete Mathematics	University	<i>MGA4U</i>	Grade 11 Functions and Relations, University
12	Mathematics of Data Management	University	<i>MDM4U</i>	Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College
Each of the courses listed above is worth one credit.				

MCR3U Functions and Relations

This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics.

MGA4U Geometry and Discrete Mathematics

This course enables students to broaden mathematical knowledge and skills related to abstract mathematical topics and to the solving of complex problems. Students will solve problems involving geometric and Cartesian vectors, and intersections of lines and planes in three-space. They will also develop an understanding of proof, using deductive, algebraic, vector, and indirect methods. Students will solve problems involving counting techniques and prove results using mathematical induction.

MDM4U Mathematics and Data Management

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

MCB4U Advanced Functions and Introductory Calculus

This course builds on students' experience with functions and introduces the basic concepts and skills of calculus. Students will investigate and apply the properties of polynomial, exponential, and logarithmic functions; broaden their understanding of the mathematics associated with rates of change; and develop facility with the concepts and skills of differential calculus as applied to polynomial, rational, exponential, and logarithmic functions. Students will apply these skills to problem solving in a range of applications.

8.2 Business Studies

Overview

The program in business studies offers a variety of courses in Grades 11 and 12 to help students understand the world of business and decide whether they are interested in eventually pursuing career opportunities in the field. Students can choose from courses in six subject areas: accounting, entrepreneurial studies, information technology, international business, marketing, and organizational studies. In the accounting and marketing courses, students will learn the fundamental concepts and acquire the key skills associated with these areas. Courses in entrepreneurship teach students both how to create and operate a small business and how to develop and apply enterprising skills as employees. Students who choose courses in information technology will develop skills in applying current technological tools to business activities and learn how business is affected by the dynamic technological changes taking place today. In international business courses, students will learn about opportunities beyond our borders and will explore the business relationships that the Canadian government and Canadian companies have established with other nations. Courses in organizational studies will develop students' understanding of the nature of business organizations and the ways in which businesses are structured and managed to achieve organizational goals.

The business studies program will enable students to select a personal package that will suit their particular interests and prepare them for further study or employment in a field of their choosing. Whether students eventually choose careers in business or simply avail themselves of the services of business in the future, the business studies program will provide them with a foundation for making effective choices and decisions

Courses:

Grade	Course Name	Course Type	Course Code	Prerequisites
11	Introduction to Marketing	College	<i>BMI3C</i>	None
12	Principles of Financial Accounting	University/College	<i>BAT4M</i>	Grade 11 Introduction to Financial Accounting, University/College
12	Introduction to International Business	University/College	<i>BBB4M</i>	Any university, university/college, or college preparation course in business studies or Canadian and world studies
12	Organizational Studies: Organizational Behaviour and Human Resources	University/College	<i>BOH4M</i>	Any university, university/college, or college preparation course in business studies or Canadian and world studies

Note: Each of the courses listed above is worth one credit.

BMI3C Introduction to Marketing

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyse the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

BAT4M Principles of Financial Accounting

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

BBB4M Introduction to International Business

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

BOH4M Organizational Studies: Organizational Behaviour and Human Resources

This course focuses on ways in which organizations deal with issues affecting their competitiveness in a changing technological and global business environment. Students will analyse various leadership techniques and study various issues such as ethics in business, social responsibility, management of group dynamics, uses of information technology, workplace stress and conflict, motivation of employees, and globalization. Students will also investigate the management of a diverse workforce within an organization and the importance of strategic planning.

8.3 Science

Overview

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. This aim can be achieved by meeting three overall goals for every student. The secondary science program, from Grade 9 through Grade 12, is designed to promote these goals, which are as follows:

- to understand the basic concepts of science
- to develop the skills, strategies, and habits of mind required for scientific inquiry
- to relate science to technology, society, and the environment
- These three goals are defined more specifically within the courses that make up the science program. Every strand, or broad curriculum area, of each course has three overall expectations and three groups of specific expectations that correspond to the three goals. These goals are also the basis on which student achievement in science is assessed.

Courses:

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Biology	University	<i>SBI4U</i>	Grade 11 Biology, University
12	Chemistry	University	<i>SCH4U</i>	Grade 11 Chemistry, University
12	Physics	University	<i>SPH4U</i>	Grade 11 Physics, University

Note: Each of the courses listed above is worth one credit.

SBI4U Biology

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

SCH4U Chemistry

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

SPH4U Physics

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

8.4 Computers

Overview

In computer studies, the computer itself is the object of study. Computer studies is concerned with how computers represent objects (e.g., a list of names, a graphical image, an electronic circuit) and how they receive and process instructions to manipulate these representations.

Courses:

- ICE4M: Computer Engineering
- ICS4M: Computer and Information Science

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Computer Engineering	University/College	<i>ICE4M</i>	Grade 11 Computer Engineering, University/College, or Grade 11 Computer and Information Science, University/College
12	Computer and Information Science	University/College	<i>ICS4M</i>	Grade 11 Computer and Information Science, University/College
<i>Note:</i> Each of the courses listed above is worth one credit.				

ICE4M Computer Engineering

This course helps students understand and apply computer engineering concepts. Students will analyse and design computer components such as logic circuits and interfaces; develop and construct systems and write the associated computer programs to drive real-world devices such as traffic lights, models, and robots; and explore networking hardware, protocols, and configurations. As well as developing project management skills, students will examine the ethics of computer use and explore related educational requirements and careers.

ICS4M Computer and Information Science

This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore postsecondary education and career paths in computer science.

8.5 Canadian and World Studies

Overview

In Grades 11 and 12, five types of courses are offered: university preparation, university/college preparation, college preparation, workplace preparation, and open. Students must successfully complete either the academic or applied Grade 9 geography and Grade 10 history courses before they can proceed to a Grade 11 or 12 course in Canadian and world studies. (The half-credit open course in Civics is also compulsory in Grade 10.)

Although Grade 11 and 12 courses in Canadian and world studies are optional, students should keep in mind that to meet the requirements for the secondary school diploma, they must earn at least one senior-level credit in their choice of Canadian and world studies, English, social sciences and humanities, or a third language. Any Grade 11 or 12 course in the program will allow students to fulfill this requirement.

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Analyzing Current Economic Issues	University	CIA4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
<i>Note:</i> Each of the courses listed above is worth one Credit				

CIA4U Analysing Current Economic Issues

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze current economic issues and make informed economic choices based on their analysis.

8.6 English

Overview

The English program includes *compulsory* courses, which are required for graduation, and *optional* courses, which are elective credits offered only in Grades 11 and 12. Compulsory courses emphasize strong core competencies in reading, writing, use of language, and media awareness. As part of their program in Grades 11 and 12, students must take a compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation.

Courses:

Grade	Course Name	Course Type	Course Code	Prerequisite
11	English	University	ENG3U	Grade 10 English, Academic
12	English	University	ENG4U	Grade 11 English, University
12	English	Ontario Secondary School Literacy Course (OSSLC)	OLC40	Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)
<i>Note:</i> Each of the courses listed above is worth one credit.				

ENG3U English

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

ENG4U English

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic

OLC40 Ontario Secondary School Literacy Course (OSSLC)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

** All Courses detail outline can be accessed through school web site.

9. Explanation of the course coding system

9.1 Types Of Courses

The courses offered by TCT have been developed according to the requirements of the Ontario Ministry of Education and Training of Ontario.

The types of courses available in the secondary school programme are:

Academic Courses: Academic courses emphasize essential concepts in a subject and the theory related to these concepts. These courses are required preparation for university and university/college level courses in the senior grades.

Applied Courses: Applied courses focus on developing knowledge and skills by emphasizing practical, concrete applications of the concepts being taught. These courses lead to workplace and college level courses in senior grades.

College Courses: College preparation courses emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

University Courses: University preparation courses emphasize the theoretical aspect of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

University/College Courses: University/college preparation courses emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

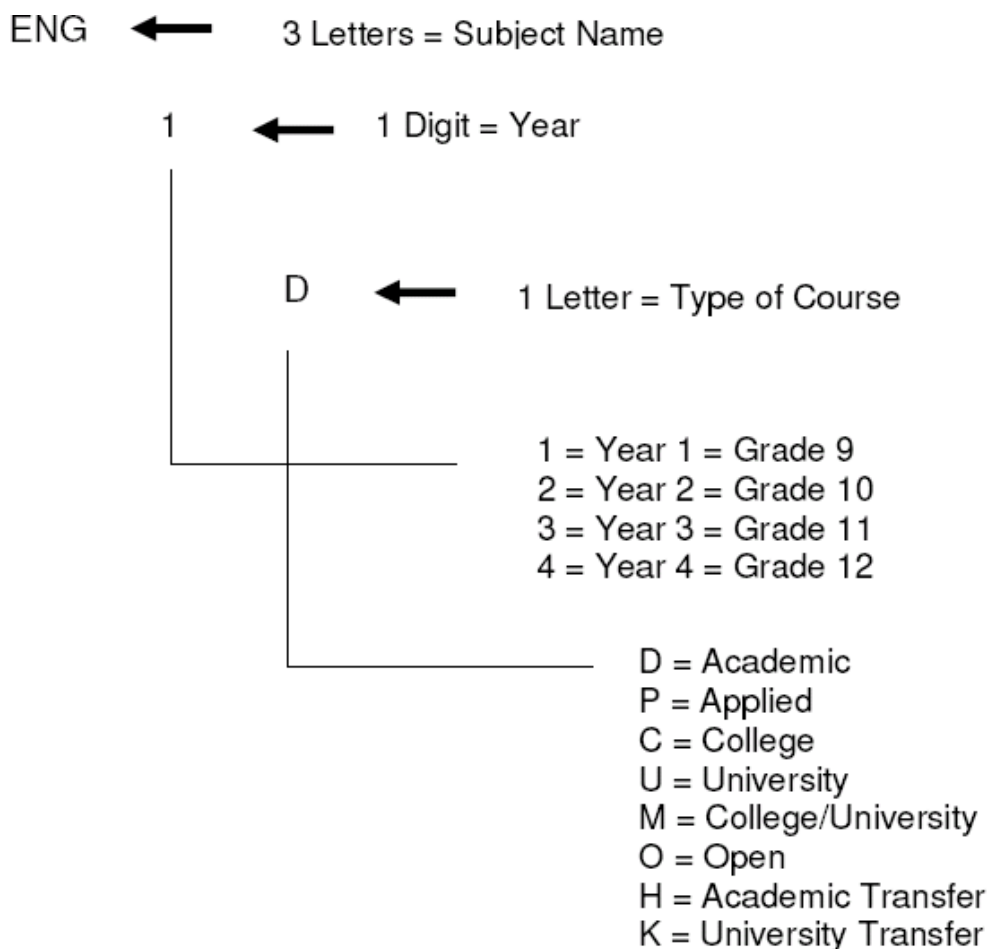
Open Courses: Open courses in Grade 9 and 10 comprise a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grade 11 and 12. Open courses in Grade 11 and 12 are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society.

Prerequisite Courses— a course that is deemed absolutely essential for the successful understanding of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents. It is advisable that parents and students familiarize themselves with the system of prerequisites as indicated for most of the courses offered. See the flow charts in each subject area for further details.

9.2 The course coding system

Every secondary school course is identified by a five-character code as illustrated in the chart below.

- The first three characters refer to the subject and specific area: ENG is English. BTT is Introduction to Information Technology in Business
- The fourth character refers to the grade: 1 = Grade 9; 2 = Grade 10; 3= Grade 11; 4= Grade 12
- The fifth character refers to the type of course as outlined above: D = Academic; P = Applied; 0 = Open.



10. ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

10.1 Assessment and Evaluation Strategies

Your teacher will specify in the Assessment & Evaluation Schedule for your course which assignments are to be submitted. All assignments will be assessed either formatively or summatively.

Formative assignments are used as part of the learning process. They are a required component of the course, and must be submitted, but they will not be assigned grades. Students who do not complete formative assignments will not be prepared to complete summative work, and may not be permitted to complete the final exam or evaluation, and may receive a failing grade in the course.

Summative work includes assignments and tests that are assigned a grade, according to a rubric, usually posted on the Expectations page of each module.

All formative and summative work for a module must be completed before a module is considered to be completed. This includes any tests! You may not put off writing a test and continue working on subsequent modules.

All summative assignments are assigned grades based on levels in all or some of the four categories for each course. Most courses have the categories of Knowledge / Understanding, Thinking / Inquiry, Communication and Application (some courses may vary a little). The general course information page for each course describes the weighting of each category in the final grade. In all courses, term work is worth 70% of the final grade, and the final evaluation or exam is worth 30%.

Teachers calculate progress marks and final grades by using their professional judgment to find the most consistent and most recent level for key expectations in each category. They then convert the levels to percentage grades, and find the grade based on the category weightings. This is based on Ministry of Education procedures; levels in each category are not calculated based on a mathematical formula, but are found by using professional judgment to assess what level best represents a student's consistent work.

10.2 Assignments

Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course.

If all of the assignments of a course are not complete, then the student may receive an "incomplete" for the course. If an incomplete is recorded, then the student is given two weeks following the expected completion date of the course, to complete the outstanding assignments, or a project of equal value.

Assignments may be varied to include such assignments as essays, term papers, experiments, projects, participation in conference discussions, etc.

10.3 Examination

There is value in summative evaluation by a formal final exam if it is fair and consistent with course expectations:

- students in the same course should be similarly evaluated;
- student assumes responsibility to arrange proctoring for final exam;

- All courses will have final examinations unless otherwise agreed to by the Principal.
- Students must be informed within the first month of the course if there is to be a final examination and its value in the overall mark.
- Final exams will be written approximately 4-5 months from the start of the course and within two weeks following completion of the course. However, the Principal reserves the right to modify these time scales based upon extenuating circumstances of online students.
- All final exams are to be reviewed by the Principal before given to any students.

10.4 Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organised into four broad categories of knowledge and skills:

- knowledge/understanding;
- thinking/inquiry;
- communication;
- application/making connections.

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The achievement levels will enable teachers to make consistent judgements about the quality of students' work and to give clear and specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and defined as follows:

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

10.5 Learning Skills Rubric

Criteria	Needs Improvement	Satisfactory	Good	Excellent
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Works Independently	Needs repeated directions to clarify and begin assignments	Needs some directions to clarify and begin assignments	Rarely needs directions to clarify and begin assignments	Does not need directions to clarify or begin assignments
Teamwork	Rarely demonstrates participation with classmates by attending or reading chats	Sometimes demonstrates participation with classmates by attending or reading chats	Often demonstrates participation with classmates by attending or reading chats	Consistently demonstrates participation with classmates by attending or reading chats
Organization	Limited organization and time management skills Does not meet deadlines	Some organization and time management skills Sometimes meets deadlines	Good organization and time management skills Frequently meets deadlines	Exemplary organization and time management skills Consistently meets deadlines
Work Habits/ Homework	Homework is frequently incomplete No motivation evident	Homework is occasionally complete Some motivation evident	Homework is regularly complete Considerable motivation evident	Homework is always complete Highly motivated
Initiative	Rarely extends thinking beyond material presented	Sometimes extends thinking beyond material presented	Often extends thinking beyond material presented	Consistently extends thinking beyond material presented

11. Reporting Student Achievement

The school will communicate formally with parents by means of:

report cards issued mid-course and at the completion of the course. For the end of semester final report, the school will adopt the Ministry of Education's directive that *"seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course."*

On-going personal contact as the need arises.

There will be four reports on student achievement during your course(s):

Progress Report 1: When you have completed the first one-fourth modules of the course, you will receive a progress report with a grade and preliminary comments.

Mid-Term Report: When you have completed one half of the course work, you will receive your midterm report, the first of the standardized ministry reports.

Progress Report 2: When you have completed third-fourth modules of the course work, you will receive your second progress mark, also a standard ministry report.

Final Marks Report: When you have completed all of the course work and have written the final examination or completed the final assessment, you will receive your final grade and comments.

12. Procedure for waiving prerequisites

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. TCT provides parents and students with clear and accurate information on prerequisites.

If a parent/student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the teacher of the course. Documentation of prerequisites that have been waived will be contained in the student's OSR.

The procedure to apply to have prerequisites waived is as follows:

1. Obtain an "Application to Waive" form from the school.
2. Make an appointment with the teacher of the course in which you are seeking to enrol.
3. Provide whatever documentation the teacher requires in order to make an assessment of your background knowledge.
4. If the teacher is willing to approve your application, they will sign your form.
5. Approach the principal and discuss your application with he/she. If the principal approves the application, He/She will also sign the form.
6. Return the form with both signatures to the school.

13. Other Ways to earn Credits

13.1 Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. The PLAR "challenge process" includes formal tests (balanced between written work and demonstration as appropriate for the subject) worth 70% of the final mark and other types of assessment worth 30% of the final mark. The "equivalency" process is the process of assessing credentials from other jurisdictions. A percentage grade will be recorded on the Ontario Student Transcript for all grade 10 courses challenged and passed. A percentage grade will be recorded on the Ontario Student Transcript for all grades 11 and 12 courses challenged passed or failed.

Students may obtain a maximum of four credits through the PLAR process, but no more than two in one subject area. The PLAR process applies only to courses in Grades 10–12.

The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students. The "equivalency" process for mature students involves (1) individual assessment for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later. (Refer to PLAR Guide).

13.2 Independent and Private Study

In situations where school program options are limited, students may be permitted to earn academic credit through Independent or Private Study. This may take the form of courses delivered through the Independent Learning Center or those for which the school assumes responsibility for monitoring student progress. In cases of Private Study, the student must submit an application to the principal not later than the first day of the semester in which the student intends to complete the course. In such a case the school must be willing to monitor the student's progress and evaluate her or his work. Credit and standing earned through Private or Independent Study will be recorded on the students' Ontario Student Transcript.

13.3 Distance education (Online learning)

Our e-learning courses focus on the integration of information technology into the curriculum and classroom practice in both secondary and post secondary panels. The courses are all self-paced and created to enable you to log on and off and arrange your schedule to suit your work and other commitments. They are facilitated by instructors who combine excellence in classroom and professional instruction with experience in online interaction and processes.

Students communicate with their instructors and one another using the chat line, whiteboards, threaded discussions, private e-mail, as well as a special teams function.

All courses are designed using the same template. Everything is clear and cleanly structured so students can concentrate on their courses -- not the computer! Each course is mediated by an experienced teacher who is online every school day to provide support and instruction (Refer to E-learning Student Guide).

Part 4. RECORDING and REPORTING

Each student has an Ontario School Record (OSR) folder on file at the School in which all permanent information about a student's academic achievement is maintained. The record system is intended to ensure that information collected about each individual shall remain private. To guarantee this, access to the records is limited to the student concerned and his/her parents and/or legal guardians, and to School personnel as designated by the principal.

13. Ontario School Record (OSR)

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and freedom of information legislation.

If the student is currently attending another school - public or private - and is simply taking a single course from Toronto College, then that student's OSR will reside at the school that the student is attending.

Toronto College establishes or obtains the student OSR only if the student becomes the sole responsibility of Toronto College.

13.1.1 Access

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

13.1.2 Transfer

The OSR is an ongoing record and may be transferred from Toronto College if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when Toronto College receives written request from the receiving school. If students transfer outside Ontario, then only a copy of the OSR is transferred. When a student retires, Toronto College may give the parents a copy of the OSR, if so requested.

13.1.3 Retention, Storage, And Destruction Of Information In The OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

13.1.4 Office Index Card

Office Index Card The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school. Once a new set of 'active' office index cards are generated, the previous set can be shredded. As outlined in the OSR guidelines (3.5 the office index card) it states what type of information must be included on the card and a sample, but the format may vary from school to school. It is not necessary to use the Ministry generated cards, as long as the format implemented records the basic information required by the Ministry of Education (OSR Guidelines 3.5). The office index card must be retained for 55 years at the school site. The office index card is not to be filed in the 'audit box'.

14. Ontario School Transcript (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation. It is stored in the student's Ontario School Record and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued to any student requiring a transcript as well as to all students upon graduation.

The Ministry of Education and Training has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 and OAC courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. There are timelines to be followed for this issuance and these are outlined below.

People needing a certified copy of their Ontario Student Transcript are required to contact the guidance secretary of the last secondary school at which they were registered. For students that

have been retired from school for more than one year there is often a \$5.00 fee per certified copy, which includes delivery costs.

If the student is currently attending another school - public or private - and is simply taking a single course from Toronto College, then that student's OST will reside at the school that the student is attending.

Toronto College establishes or obtains the student OSR containing the OST, only if the student becomes are the sole responsibility of Toronto College

14.2.1 Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from Toronto College will result in the mark not being recorded
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

14.2.2 Repetition of a Course

- Only one credit is earned if course is repeated
- an "R" appears on the student's OST
- each mark is recorded (the original mark and the repeated mark)

14.2.3 Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon Principal's evaluation of previous learning.

Transfer credits can record on the OST as 'Equivalent Credits' for the course title and 'EQV' as the percentage earned.

14.2.4 Course Changes

Students are permitted to change courses within the first 5 school days of each semester. Course changes are subject to availability, teacher recommendations, parental consultation and with the approval and permission of the guidance counsellor.

Part 5 School Services

15. School support services and resources

15.1 Services for International Students

We know it's not easy to leave your home to study in a new country. To help you adjust to the many changes, we have developed a variety of services for international students, including: airport pick-up; an orientation to Toronto and TCT that includes walking tours of the city and our partner university campus; peer tutors if you should need additional help with your studies; an opportunity to be matched with a senior student who can provide friendly advice on many issues; e-mail addresses for easy overseas correspondence; health insurance; counseling services; study permit renewal; work permit. U. S. Entry Visa and Immigration Application.

Student Permit

You will require a permit to study in Canada if your program of study is longer than six months. As soon as you receive your letter of acceptance you should go to the nearest Canadian Consulate, Embassy or High Commission closest to your country of residence to start the processing of your Study Permit. Processing times can take up to several months depending on

your country of origin. If you are already in Canada your application cannot be reviewed within Canada it must be sent to an immigration office outside of the country.

You must provide the following:

- Letter of acceptance from Humber Institute of Technology and Advanced Learning
- A valid passport
- A temporary resident visa may be required
- Proof that you have sufficient funds to cover the cost of your tuition as well as living expenses
- Medical clearance may be required
- Proof that you do not have a criminal record
- A processing fee

Study Permit Renewal

If you need to renew your study permit, application forms are available in the International Student Services Office or can be downloaded from www.cic.gc.ca. You should send off your documents no later than 6 weeks prior to the expiry date of your current permit.

Work Permit

You need to get a work permit to legally work in Canada. TCT will help you get a work permit after you successfully finish your education in Canada.

U. S. Entry Visa

To obtain a U.S. entry visa while in Canada you must make an appointment either online or via the telephone. Visit the US Consular Services site for further information regarding fees and the application process. By phone:(900) 451-2778 Mon-Fri 7am - 10pm

Student Home Stay Services

If you are interested in living with a family and taking part of their daily activities, please contact our home stay service center directly at homestay@torontocollege.com. Home stay costs about \$600 per Month.

Health Care

Medical costs are very expensive in Canada. It is mandatory that all international students studying at TCT have access to medical services therefore we insure students from the beginning of the school term once it has been demonstrated that their fees have been paid. All students are insured as single students. If you have a spouse and/or dependents you are responsible for any medical costs that they incur. We strongly advise you to pay a supplemental fee that will give them the same type of coverage you have.

Students are covered for hospital services, physician's services, diagnostic laboratory and x-ray tests, ambulance services, vision benefit, one annual health examination, paramedical services. There are a number of other services that are outlined in the policy that you will receive when you pick up your insurance package, which also contains a wallet-sized insurance card, and claim forms.

Airport Pick-up

TCT offers free airport pick-up for all TCT international students.

15.2 Resources available

Computer labs, E-Learning resources, TOEFL Exam Simulator, school E-library, TV Ontario online resources, and free web host space.

15.3 The Teacher-Adviser Program (TAP)

All students in Grade 9-12 will have a teacher-adviser at TCT. The teacher-adviser will help students make the transition from elementary to high school and will assist them and their parents in making decisions about courses and future goals.

The teacher-adviser will maintain regular contact with students throughout the school year in order to monitor progress in course work and in other aspects of school life.

Teacher-adviser acts as a key school contact for parents. Together, a student and Teacher Adviser will complete the Annual Education Plan.

If a student needs additional assistance in order to succeed in high school or in planning short or long-term goals, the teacher-adviser will refer him/her to a guidance counsellor.

15.4 Annual Education Plan (AEP)

Every student in Grades 9-12 will prepare an Annual Education Plan with assistance from parents and the Teacher Adviser. The plan will identify:

- the student's goals for academic achievement
 - course selections for the following year
- co-curricular activities and plans for exploring careers
- - post-secondary educational goals

16. The school's guidance and Career education program

Guidance will be an integral part of the program. TCT teachers are well known for their skills in assisting individuals in making life and career decisions. The low student-staff ratio will facilitate this process more so than in a traditional school environment

The goals of guidance have been organized into three areas of knowledge and skills: student development, interpersonal development, and career development. Although sometimes distinct, these areas of learning and their interconnectedness should be reflected in each school's guidance and career education program.

These guidance goals will be achieved at Toronto College through the following program delivery components: individual assistance and short-term counseling, classroom instruction, the ongoing communication of new electronic information and resources to staff, small group sessions for students, workshops, parent information evenings, orientation and a Teacher Adviser Program which both focuses on the annual Education Plan and involves all students and staff.

Part 6 Roles and Responsibilities

17. School's expectations regarding student's responsibilities

17.1 School's expectations

Students are expected to adhere to the routines and practices for acceptable classroom behaviour as set out by the School Administration and classroom teachers.

- Students are expected to be courteous at all times and to show respect for all others as well as themselves.
- Students are expected to arrive on time for attendance in the morning and for every class, practice or appointment.
- Students are expected to arrive for class with appropriate books, material and work.
- No student shall subject another student to verbal or physical bullying, intimidation, or any other form of harassment.

- All school equipment and personal belongings are private property and are to be cared for and respected as such.
- The school will uphold the law in any circumstances involving criminal activity.

Students who repeatedly break the school rules and/or demonstrate a constant disregard for the Code of Behaviour, may be asked to find a more suitable school environment.

17.2 Achievement

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

17.3 Attendance And Punctuality

There is a direct relationship between attendance and success at school. The Ministry of Education requirements dictate that credits are granted on the basis of 110 teaching hours in each subject. A student whose attendance is irregular is putting his/her credits in jeopardy. Students are expected to be prompt for both the formal and informal components of the program as well as for evening prep. Owing to the unique nature of TCT, and the small student to staff ratio, attendance issues will be easily identified and addressed.

School Actions and Response

1. In the event that a student reaches 5 absences, the parent or guardian will be notified by a letter outlining the school attendance policy and the situation.
2. In the event of 8 absences, a letter will be sent to the parent or guardian advising them of the students' absences.
3. At 10 absences, the parent or guardian will be sent a letter, informing them of the number of absences and requesting an interview to address the situation.

17.4 Homework Expectations

Students should expect to have homework every school day. The homework load will vary from day-to-day, especially at the beginning of the year when teachers are assessing the abilities of classes and individuals.

Major essays and assignments are given well in advance and students are encouraged not to leave them to the last minute. The standard guideline for homework is 2.5 to 3 hours daily for Grade 11 and 12 students.

17.5 Computer Acceptable Policy

The computers are readily available to everyone. It is imperative for the well-being of everyone's education that students treat the hardware properly; respect all software copyrights; avoid tampering with anyone else's electronic files; and at all times, act responsibly so that they do not compromise either the integrity nor the efficiency of the network

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use.

- The use of computers at Toronto College is intended for educational purposes only.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the user:
 - Never reveal your password to your course to any other individual
 - Never reveal information about your personal identity (i.e. address, phone number or age) to someone in an online environment, especially never send a picture of yourself in an online environment without consent from your parents
 - Always report to your Teacher or Principal immediately, any message which causes you concern or any message which requests inappropriate personal information from you
 - Never reveal personal information about others to someone else in an online environment

Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited

18. Code of student behaviour

This code of behaviour has been developed to emphasize Islamic values and a feeling of self-worth and self-discipline in students. It is an expression of the school's climate and its atmosphere for learning. A positive climate is an environment in which all students feel that they are encouraged to participate and where they are a valued part of the school.

Topic	Expectations	Reasons
Attendance	<ul style="list-style-type: none"> • Attend all classes every day 	<ul style="list-style-type: none"> • Part of assessment procedures • Leads to success • Influences prospective employers • Encourages good relationships • Develops commitment and responsibility • Maintains continuity in the classroom
Punctuality	<ul style="list-style-type: none"> • Be on time for each class 	<ul style="list-style-type: none"> • Good habits are expected in jobs and in personal relations. • Avoids inconveniencing the teacher and the class
Preparation for class	<ul style="list-style-type: none"> • Willingness to learn • Completion of work • Preparation for tests • Participation in class 	<ul style="list-style-type: none"> • Better chance for success • Develops good work habits • Leads to increased learning • Encourages commitment and responsibility

Respect for Authority	<ul style="list-style-type: none"> • Respectful of all teachers, support staff and visitors 	<ul style="list-style-type: none"> • Facilitate regulations and expectations
Respect for Peers	<ul style="list-style-type: none"> • Courteousness • Consideration • Avoidance of conflict • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Positive atmosphere for learning • Brings credit to students and the school • Insults, disrespect and other hurtful acts disrupt learning and teaching • Physically aggressive behaviour is not a responsible way to interact with others • The possession or threatened use of any object to injure another person endangers the safety of oneself and others
Respect for Self	<ul style="list-style-type: none"> • No use of alcohol and illegal drugs 	<ul style="list-style-type: none"> • Alcohol and illegal drugs are addictive and present a health hazard • Use of intoxicants such as alcohol or illegal drugs is forbidden in Islam
Respect for Property	<ul style="list-style-type: none"> • Respect for the school building, equipment, textbooks and adjacent property 	<ul style="list-style-type: none"> • School is paid for and supported by parents • Correcting damage is expensive • Supports health and safety