

OISE

Ontario Institute for Studies in Education

THE UNIVERSITY OF TORONTO



Graduate Studies in Education

2012-13 Bulletin



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Ontario Institute for Studies in Education of the University of Toronto (OISE)

Graduate Studies in Education

2012-13 Bulletin

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New Department Structure

Effective July 1, 2012

On July 1, 2012, a new, four-department structure replaces the current, five-department structure at OISE.

The new department structure is designed to promote excellence in programs and research by bringing together groups of faculty and students with complementary expertise and interests to learn, collaborate and share knowledge with the wider community. All twelve existing programs are realigned within one of the four departments.

These changes bring new opportunities for innovation, interdisciplinarity and internationalization and foster OISE's reputation for excellence.

New Department Structure

| Departments | Graduate Programs |
|---|---|
| 1. Applied Psychology & Human Development | Child Study & Education Counselling Psychology Developmental Psychology & Education School & Clinical Child Psychology |
| 2. Curriculum, Teaching & Learning | Curriculum Studies & Teacher Development Master of Teaching in Elementary & Secondary Education Second Language Education |
| 3. Humanities, Social Sciences & Social Justice Education | History & Philosophy of Education Sociology in Education |
| 4. Leadership, Higher & Adult Education | Adult Education & Community Development Educational Administration Higher Education |

Important Notices

Applications/Admissions

OISE cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2012-13 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 205 - 207, are from the 2011-12 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

Changes in Programs of Study and/or Courses

The programs of study that our *Bulletin* lists and describes are available for the year(s) to which the *Bulletin* applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 11 - 16). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with unsatisfied conditions of admission will not be permitted to select courses.

Enrollment Limitations

The University makes every reasonable effort to plan and control enrollment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrollment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrollment in the programs, courses, or sections listed in the *Bulletin*, and to withdraw courses or sections for which enrollment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 32 - 33.

Fees and Other Charges

The University reserves the right to alter the fees and other charges described in the *Bulletin*.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Two half-courses ordinarily constitute a part-time program of study in the Fall and Winter Sessions (one in each session). Each half-course normally meets for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. One half-course constitutes a part-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Notice of Collection of Personal Information

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201

12 Queen's Park Crescent West

Toronto, Ontario M5S 1A8

Phone: 416-946-7303

Website: www.utoronto.ca/privacy

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Regulations and Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of OISE are listed in this *Bulletin*. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the *Bulletin* as amended from time to time.

All University policies can be found at:

www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

- ◆ Code of Behaviour on Academic Matters
- ◆ Code of Student Conduct
- ◆ Grading Practices Policy
- ◆ Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:

<http://life.utoronto.ca/get-help/rights-responsibilities.htm>

NOTE: In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the *School of Graduate Studies Calendar* or visit their Website at: www.sgs.utoronto.ca

Mission, History and Vision of OISE

Mission

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

History

In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical "helper" and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty.

It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsement of this recommendation by the Ministry of Education and Training, OISE developed an MT program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today OISE is one of the largest faculties at the University and one of the largest faculties of education in North America. OISE enrolls more than 1,400 students in its undergraduate initial teacher education programs, and its five departments offer twelve graduate and three OISE-based graduate collaborative programs that enrol over 2,000 students. In addition, OISE's Continuing Education unit offers professional development programming to over 7,500 students, who enrol in Additional Qualifications (AQ) courses accredited by the Ontario College of Teachers.

Vision

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

| | |
|----------------|-------------|
| R.W.B. Jackson | 1965 - 1975 |
| C.C. Pitt | 1975 - 1980 |
| B. Shapiro | 1980 - 1986 |
| W. Pitman | 1986 - 1992 |
| A. Kruger | 1992 - 1995 |
| A. Hildyard | 1995 - 1996 |

Deans of the Faculty of Education

| | |
|----------------|-------------|
| W. Pakenham | 1907 - 1934 |
| J.G. Althouse | 1934 - 1944 |
| A.C. Lewis | 1944 - 1958 |
| B.C. Diltz | 1958 - 1963 |
| D.F. Dadson | 1963 - 1973 |
| H.O. Barrett | 1974 |
| J.C. Ricker | 1975 - 1981 |
| J.W. MacDonald | 1981 - 1987 |
| MA Millar | 1987 - 1988 |
| M.G. Fullan | 1988 - 1996 |

Deans of OISE of the University of Toronto

| | |
|------------------|-------------|
| M.G. Fullan | 1996 - 2003 |
| J.S. Gaskell | 2003 - 2010 |
| Julia O'Sullivan | 2010 - |

Administrative Officers (Partial List)

School of Graduate Studies

Brian Corman, PhD

Dean

J. J. Berry Smith PhD

Vice-Dean, Students

Elizabeth Smyth, EdD

Vice-Dean, Programs

Heather Kelly, EdD

Student Services Director

OISE

Dean's Office

Julia O'Sullivan, PhD

Dean

Ruth Childs, PhD

Associate Dean, Innovations & Opportunities

Jeanne Watson, PhD

Associate Dean, Programs

Normand Labrie, PhD

Associate Dean, Research

Kathryn Broad, PhD

Academic Director, Initial Teacher Education

John Portelli, PhD

Academic Director, Graduate Education

Endowed Chairs

Jennifer Jenkins, PhD

The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Glen A. Jones, PhD

Ontario Research Chair in Postsecondary Education Policy and Measurement

Marlene Scardamalia, PhD

The Presidents' Chair in Education and Knowledge Technologies

Peter Dietsche, PhD

The William G. Davis Chair in Community College Leadership

Canada Research Chairs

Charles P. Chen, PhD

Canada Research Chair in Life Career Development

James P. Cummins, PhD

Canada Research Chair in Language Learning and Literacy Development in Multilingual Contexts

Kathleen Gallagher, PhD

Canada Research Chair in Theatre, Youth and Research in Urban Schools

Benjamin Levin, PhD

Canada Research Chair in Leadership and Educational Change

Karen Mundy, PhD

Canada Research Chair in Global Governance and Comparative Educational Change

Katreena Scott, PhD

Canada Research Chair in Family Violence Prevention and Treatment

Jim Slotta, PhD

Canada Research Chair in Education and Technology

Rosemary Tannock, PhD

Canada Research Chair in Special Education and Adaptive Technology

Department Chairs

Karen Mundy, PhD (Acting)

Adult Education and Counselling Psychology (AECP)

Douglas McDougall, EdD

Curriculum, Teaching and Learning (CTL)

Esther Geva, PhD

Human Development and Applied Psychology (HDAP)

Rinaldo Walcott, PhD

Sociology and Equity Studies in Education (SESE)

Eric Bredo, PhD

Theory and Policy Studies in Education (TPS)

Department Associate Chairs

TBA

Adult Education and Counselling Psychology (AECP)

James G. Hewitt, PhD

Curriculum, Teaching and Learning (CTL)

Clare Brett, PhD

Curriculum, Teaching and Learning (CTL)

Administrative Officers (Partial list)

Earl Woodruff, PhD

Human Development and Applied Psychology (HDAP)

Tanya Titchkosky, PhD

Sociology and Equity Studies in Education (SESE)

Blair Mascall, PhD

Theory and Policy Studies in Education (TPS)

Library/Education Commons

Paul Ruppert

Director, Information Technology

Julie Hannaford, MIST

Director, Information Resources and Services

Rouben Tchakhmakhtchian

Manager, Systems and Client Services

Librarians

Marian Press, MA, MLS

Patricia Serafini, MLS

Stephanie Swift, MA, MLS

Registrar's Office

Don MacMillan, BA, MDE

Registrar

Kim Holman, BA

Assistant Registrar, Admissions

Jo Paul

Assistant Registrar, Registration/Graduation

TBA

Liaison Officer, Graduation

Gladys Lim, BSc

Liaison Officer, Admissions

Celia Correa, BSc, MSc, MA

Liaison Officer, Admissions

Taleah Clarke

Liaison Officer, (AECF, HDAP and CTL - MT)

Linda Pereira

Liaison Officer, (CTL)

Ruth Rogers

Liaison Officer, (SESE, TPS and CTL - T.D.)

School-University Partnerships Office (SUPO) and Student Services

Eleanor Gower, BA

Interim Director

Caroline Chassels, PhD

Supervisor, Student Services

Anne Marie Chudleigh, MEd

Practicum Coordinator; Academic Internship Coordinator

Amy Lobo

Coordinator, Teacher Employment Preparation Centre

Officers of the University

For a list of the Officers of the University please visit:

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=3894>

Sessional Dates and Deadlines

Please note the following:

- ◆ The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ◆ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ◆ Each department may also have deadlines related to these general Sessional Dates and Deadlines.
- ◆ The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances:
www.governingcouncil.utoronto.ca/policies/religious.htm

2012

| | |
|-------------|---|
| March 2 | Final date for submitting a complete application for admission to degree programs beginning in the 2012 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| March 12-16 | Midwinter break in the Ontario school system (no OISE classes scheduled) |
| March 15 | Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2012 Winter Session |
| March 26-30 | Course selection information will be available for continuing students, for the 2012 Summer Session, 2012 Fall Session and the 2013 Winter Session |
| April 1 | Final date for Special Students to submit a complete application for admission to the 2012 Summer Session, first term |
| April 5 | Last day of 2012 Winter Session and full-year lectures |
| April 6 | Good Friday (University closed) |
| April 11 | Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date |
| April 15 | Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2012 Summer Session, first term courses |
| April 18 | Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final PhD or EdD thesis |
| April 19 | Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines) |
| April 26 | Deadline for adding 2012 Summer Session courses (May – June & May – August) without instructor's approval . After this date, instructor's approval at the beginning of classes is required |

Sessional Dates and Deadlines

2012 continued

| | |
|----------|--|
| April 30 | Continuing students should select courses for the 2012 Summer Session, the 2012 Fall Session and the 2013 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date |
| April 30 | Lectures begin for the 2012 Summer Session, first term |
| May 4 | Final date for submitting a complete application for admission to degree programs beginning in the 2012 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| May 4 | Final date for Special Students to submit a complete application for admission to the 2012 Summer Session, second term |
| May 4 | Deadline for registration for 2012 Summer Session courses which begin in May |
| May 4 | Deadline for registration for 2012 Summer Session Independent Study and Research |
| May 8 | Grade submission date for 2012 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date |
| May 8 | Deadline for SDF designation for 2011 Fall Session courses to be changed to a regular grade, an INC or a failing grade |
| May 11 | Deadline for adding 2012 Summer Session courses which begin in May |
| May 21 | Victoria Day (University closed) |
| June TBA | Spring Convocation - PhD, EdD, MEd, MA, MA(CS&E), MT (see www.convocation.utoronto.ca) |
| June 1 | Deadline for dropping 2012 Summer Session, first term courses, without academic penalty |
| June 8 | Last day of 2012 Summer Session, first term lectures |
| June 15 | Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2012 Summer Session, second term courses |
| June 19 | Deadline for adding 2012 Summer Session, second term courses without instructor's approval . After this date, instructor's approval at the beginning of classes is required |
| June 22 | Deadline for dropping 2012 Summer Session, May to August courses, without academic penalty |
| June 29 | Final date for submitting a complete application for admission to degree programs beginning in the 2012 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| June 29 | Final date for Special Students to submit a complete application for admission to the 2012 Fall Session |
| July 2 | Canada Day (University closed) |
| July 3 | Lectures begin for the 2012 Summer Session, second term |
| July 6 | Deadline for registration, without late fee, for 2012 Summer Session, second term |
| July 6 | Final date to request a deferral of admission from the 2012 Summer Session to the 2013 Summer Session |

2012 continued

| | |
|--------------|---|
| July 13 | Deadline for adding 2012 Summer Session, second term courses |
| July 15 | Deadline for master's students to request convocation in the Fall if all degree requirements will be completed in the 2012 Summer Session |
| July 20 | Grade submission date for 2012 Summer Session, first term courses . Grades will be available on ROSI (via SWS) approximately one week after this date |
| July 20 | Deadline for dropping 2012 Summer Session, second term courses, without academic penalty |
| August 6 | Civic Holiday (University closed) |
| August 13 | Last day of 2012 Summer Session, second term lectures |
| August 20 | Deadline for adding 2012 Fall Session and full-year courses, without instructor's approval . After this date, instructor's approval at the beginning of classes is required |
| August 31 | Recommended date for payment of fees for the 2012-13 academic year |
| September 3 | Labour Day (University closed) |
| September 5 | Deadline for submission of Individual Reading and Research course approval forms for 2012 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit |
| September 10 | Lectures begin for the 2012 Fall Session and full-year courses |
| September 12 | Grade submission date for 2012 Summer Session, second term courses . Grades will be available on ROSI (via SWS) approximately one week after this date |
| September 12 | Deadline for SDF designation for 2012 Winter Session courses to be changed to a regular grade, an INC or a failing grade |
| September 14 | Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines) |
| September 14 | Deadline for 2012-13 Fall/Winter Session registration. After this date, a late registration fee will be charged |
| September 14 | Final date to request a deferral of admission from the 2012 Fall Session to the 2013 Fall Session |
| September 24 | Deadline for final oral examinations for EdD and PhD degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date |
| September 24 | Deadline for adding 2012 Fall Session and full-year courses |
| October 1 | Deadline for students whose degrees are to be conferred at Fall Convocation to submit the final PhD or EdD thesis |
| October 5 | Final date for submitting a complete application for admission to degree programs beginning in the 2013 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| October 5 | Final date for Special Students to submit a complete application for admission to the 2013 Winter Session |

Sessional Dates and Deadlines

2012 continued

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|----------------------------|---|
| October 8 | Thanksgiving Day (University closed) |
| October 15 | Deadline for master's students to request convocation in March (in absentia) or in the Spring if all degree requirements will be completed in the 2012 Fall Session |
| October 29 | Deadline for withdrawing from 2012 Fall Session courses without academic penalty |
| November 1 | Final date to request a change of start date from the 2012 Summer Session or the 2012 Fall Session to the 2013 Winter Session |
| November TBA | Fall Convocation - MEd, MA, MT, EdD, PhD (see www.convocation.utoronto.ca) |
| November 30 | Last day of lectures for the 2012 Fall Session |
| December 3 | Deadline for submitting a complete application for admission to degree programs beginning in the 2013 Summer Session, the 2013 Fall Session and the 2014 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| December 3 | Deadline for receipt of applications for a 2013 Fall Session and 2014 Winter Session Graduate Assistantship (for full-time study only) |
| December 6 | Deadline for adding 2013 Winter Session courses, without instructor's approval . After this date, instructor's approval at the beginning of classes is required |
| December 15 | Deadline for submission of Individual Reading and Research course approval forms for the 2013 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit |
| December 24 - January 4 | University closed |

2013

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| January 7 | Lectures begin for the 2013 Winter Session |
| January 9 | Grade submission date for the 2012 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date |
| January 9 | Deadline for SDF designation for 2012 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade |
| January 11 | Deadline for registration for students beginning their programs in the 2013 Winter Session. After this date a late registration fee will be charged |
| January 11 | Final date to request a deferral of admission from the 2013 Winter Session to the 2014 Winter Session |
| January 14 | Deadline for final oral examinations for EdD and PhD degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least ten working weeks before this date , taking into account the intervening Christmas holiday |
| January 17 | Deadline for students who hold dual registration for both MA and PhD degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines) |

2013 continued

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| January 17 | Deadline for master's degree students who completed degree requirements in the 2012 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines) |
| January 21 | Deadline for adding 2013 Winter Session courses |
| January 21 | Deadline for submitting the final PhD or EdD thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council |
| February 18 | Family Day (University closed) |
| February 25 | Deadline for withdrawing from the 2013 Winter Session and full-year courses without academic penalty |
| March 1 | Final date for submitting a complete application for admission to degree programs beginning in the 2013 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| March 11-15 | Midwinter break in the Ontario school system (no OISE classes scheduled) |
| March 15 | Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2013 Winter Session |
| March 25-29 | Course selection information will be available for continuing students, for the 2013 Summer Session, 2013 Fall Session and the 2014 Winter Session |
| March 29 | Good Friday (University closed) |
| April 1 | Final date for Special Students to submit a complete application for admission to the 2013 Summer Session, first term |
| April 5 | Last day of 2013 Winter Session and full-year lectures |
| April 10 | Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date |
| April 17 | Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final PhD or EdD thesis |
| April 19 | Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines) |
| April 30 | Continuing students should select courses for the 2013 Summer Session, the 2013 Fall Session and the 2014 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date |
| May 3 | Final date for submitting a complete application for admission to degree programs beginning in the 2013 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support |
| May 3 | Final date for Special Students to submit a complete application for admission to the 2013 Summer Session, second term |

Sessional Dates and Deadlines

2013 continued

- May 8 Grade submission date for 2013 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
- May 8 Deadline for SDF designation for 2012 Fall Session courses to be changed to a regular grade, an INC or a failing grade
- May 20 Victoria Day (University closed)
- June TBA Spring Convocation (see www.convocation.utoronto.ca)
- June 28 Final date for submitting a complete application for admission to degree programs beginning in the 2013 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

General Information

Travaux et thèses en français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, quelques cours sont offerts en français à OISE. Il est possible de poursuivre un programme d'études en français à distance par Internet, et quelques cours sont offerts sur place, même si ce n'est pas toujours facile de compléter un programme d'études entièrement en français sur place. Les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Prière de consulter la page 197 pour plus de renseignements sur ce programme.

Les membres de la faculté qui peuvent recevoir des travaux en français à OISE sont:

Département de curriculum, d'enseignement et d'apprentissage

A. Cumming, J.P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, T. Goldstein, N. Labrie, E. Piccardo, K. Rehner, J. Slotta, N. Spada

Département du développement humain et de psychologie appliquée

J. Ducharme, M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

D. Farmer, M. Heller, C.P. Olson, S.H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché, B. Levin

Voir la section *Interdepartmental Research Area* pour une description des cours en français, sous la rubrique "Études francophones en éducation" à la page 197.

Course Selection for Continuing MA, MT, MEd, EdD and PhD Students

Course selection information for the 2012 Summer Session, the 2012 Fall Session and the 2013 Winter Session will be available near the end of March 2012 at www.oise.utoronto.ca/ro.

Students should select courses before April 30 by using the Web service at www.rosi.utoronto.ca

NOTES:

- 1) For courses which require the instructor's approval or which are extra to your program of study, return the completed course Add/Drop Form to the Registrar's Office, Graduate Studies Registration Unit.
- 2) Course selection does not constitute official registration in programs or courses. Your tuition fees must be paid to complete the process.
- 3) If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrollment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

- a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.
- b) They must be considered by OISE to be in full-time study.
- c) They must be geographically available and visit the campus regularly.
- d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2012 Fall Session and the 2013 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Part-time students interested in these classes may pursue one of the following patterns of study:

- a) One half-course in each of the two sessions

General Information

- b) Two half-courses which run for both the Fall and Winter Sessions
OR
- c) One full course which runs for both the Fall and Winter Sessions

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

All PhD students, and EdD students who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE offers off-campus sections of some courses. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly online. For online courses, students must have regular access to a computer and modem.

Application Procedures

Application information is available at www.oise.utoronto.ca/ro.

NOTE: Procedures are the same for all applicants (see pages 30 - 34).

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 39 - 180.

Students who have selected off-campus sections of courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

Registration

Course selection and tuition fee payment (or fee deferral) constitutes official registration.

Part-time, off-campus students who have already been admitted to a degree program will be advised to refer to their fee account on ROSI and make payment when all admission conditions have been satisfied. Please refer to registration materials which are sent to students each year for appropriate dates and procedures.

Conditions of Admission

An offer of admission to an OISE graduate program may include one or more conditions. All conditions of admission are clearly stated on the official offer letter. Some examples are completion of a current program with a specific average and confirmation of degree conferred, presentation of original bachelor's and/or master's diplomas, and satisfactory completion of a Qualifying Research Paper (QRP) or submission of a master's paper/thesis for review.

All conditions of admission must be satisfied prior to any registration activity, including course selection, attendance in classes, and tuition fee payment. A valid University of Toronto student card (known as a TCard) will not be issued if a condition attached to an offer of admission is not yet satisfied (a valid TCard provides access to University services including library privileges and athletic facilities).

Accepted applicants are encouraged to satisfy all conditions of admission as soon as possible. At the latest, appropriate documentation must be received in the OISE Registrar's Office, Graduate Admissions Unit, a minimum of two weeks prior to the applicable registration deadline. When all conditions of admission have been satisfied, an "All Conditions Satisfied" letter will be issued, and students may then proceed to register in their program.

Detailed information about satisfying conditions of admission is included in the "Newly Admitted Students" section of the OISE Registrar's Office website: www.oise.utoronto.ca/ro/Graduate_Admissions/Newly_Admitted_Students/index.html

Questions should be directed to the OISE Registrar's Office, Graduate Admissions Unit.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

- a) consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year
OR
- b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session.

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE department in which the program of study is being pursued must be in a position to offer that program beginning in January.

Flexible-time PhD

Flexible-time PhD degree programs are offered in Adult Education and Community Development, Counselling Psychology, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Second Language Education and Sociology in Education, and differ from the regular full-time PhD degree programs in design, delivery, and funding. Please consult page 28, and the departmental sections, on pages 39 - 180 for further details.

Dual Registration for MA and PhD Students

Students in an MA degree program at the University of Toronto who have been offered admission to a PhD program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

- a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.
- b) Permission has been granted by OISE.
- c) The student will be engaged in full-time PhD studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the PhD and part-time in the master's degree program.

NOTE: Only the appropriate PhD fees will be charged.

- d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the PhD for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the PhD registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Courses completed during the period of dual registration will be credited to the master's degree.

Students who are not recommended for the master's degree by the deadline and whose enrollment in the PhD is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the PhD degree program.

Transfer Credit

Students who have completed graduate courses beyond that required for admission to an OISE degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required; i.e., fee credit will not be given for transferred courses.

Continuity of Registration

Doctoral students who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually and pay the full-time fee until all degree requirements have been completed.

NOTE: Flexible-time PhD students may request permission to continue as part-time students at the end of the minimum period of full-time study.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

NOTE: MEd students registered in Option IV are exempt from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they begin their final session of the 'minimum period of registration' or before they begin their last required course**, whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer does not affect a student's status in the following Fall/Winter Session.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed. Failure to register as required will cause a student's status to lapse.

Leave of Absence

Graduate students whose programs require continuous registration may apply to the OISE Registrar's Office, Graduate Studies Registration Unit for a one-session to three-session leave during their program of study for:

- ◆ serious health or personal problems which temporarily make it impossible to continue in the program, or
- ◆ parental leave by either parent at the time of pregnancy, birth or adoption, and/or to provide full-time care during the child's first year. Parental leave must be completed within twelve months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four.

Once on leave, students will neither be registered nor will they be required to pay fees for this period. In general, students on leave may not make demands upon the resources of the University, attend courses or expect advice from their supervisor. As an exception, students on leave for parental or serious health reasons who wish to consult with their supervisor or other faculty are advised to make special arrangements through their department. Students on leave will not be eligible to receive University of Toronto fellowships support. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for a leave by completing the Leave Request Form and submitting it to the OISE Registrar's Office. The termination date of the degree program will be extended by the duration of the leave taken, i.e., one, two, or three sessions as appropriate. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. Normally the start and end of the leave would coincide with the start and end of a session.

Leave requests that do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 11 - 16. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a Withdrawal (WDR) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and will receive the grade that has been earned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 11 - 16. These dates are mandatory. They represent the dates on which the grades are due in the OISE Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:

- 1) Only in extenuating circumstances would an appeal for an extension beyond the final deadlines be considered.
- 2) Throughout a degree program at OISE, it is the student's responsibility to ensure that the OISE Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit the Program Withdrawal Form along with their student card, to the OISE Registrar's Office, Graduate Studies Registration Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at <www.rosi.utoronto.ca>. Please refer to the Sessional Dates in this *Bulletin* for further information.

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre (UTTC)
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: www.rosi.utoronto.ca

Exceptions

The Additional Qualification Program for Educators (including the Principals' Qualification Program)

Requests for transcripts should be made to:

The Records Officer
OISE Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1684
OR 1-800-443-7612
Fax: 416-323-9964

Requests for transcripts for the following programs should be made directly to the respective division.

School of Continuing Studies Toronto School of Theology Woodsworth College Pre-University Program

At the time of printing this *Bulletin*, the charge for a transcript is \$10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 207 and 218.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Criminal Record Report

School Board Requirements

The Child Study and Education program and the Master of Teaching in Elementary and Secondary Education program require successful completion of practice teaching in schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory Vulnerable Sector Police Check prior to having direct contact with students.

Without a satisfactory criminal record report the schools will not allow teacher education candidates to participate in practice teaching.

Students should refer to the Registrar's Office website at www.oise.utoronto.ca/ro/Police_Checks for procedures. Please note that it can take up to three months to obtain the check.

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for six months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800
Website: www.oct.ca

Definitions

AQ: Additional Qualifications for Educators

MRP: Major Research Paper

QRP: Qualifying Research Paper

SGS: School of Graduate Studies

ROSI: Repository of Student Information

Minimum Admission and Degree Requirements

OISE conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. With the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Elementary and Secondary Education Program, graduate degrees at OISE do not lead to certification for teaching in Ontario's schools.

- ◆ Master of Education (MEd)
- ◆ Master of Arts (MA)
- ◆ Master of Teaching (MT)
- ◆ Doctor of Education (EdD)
- ◆ Doctor of Philosophy (PhD)

NOTE: Application procedures are described on pages 30 - 34.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE departments may have additional requirements. Students will be required to undertake whatever additional studies OISE considers necessary.

All applicants will be considered on their individual merits for admission to any graduate program at the University of Toronto.

A bachelor's degree or other first degree does not necessarily confer eligibility for admission to graduate study at OISE. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professionally-oriented or applied degrees, and who wish to pursue a graduate degree in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree for admission to the School of Graduate Studies as degree students, may be considered for admission if a department wishes to pursue non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a

significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports).

Master of Education (MEd)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to study at the PhD level are advised to apply for enrollment in an MA rather than an MEd degree program.

Admission Requirements

- a) An appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in final year) from a recognized university. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 39 - 180.)

At OISE's discretion, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate degree.

An applicant whose bachelor's degree has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

- b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
- c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program and increased degree fees.

The minimum requirements for the MEd degree are as follows:

- a) While in some OISE departments additional requirements have been established, in keeping with their department's requirement, students must undertake one of the following Options to complete their degree. Not all Options are available in all departments.

◆ **Option I - Coursework and Comprehensive Requirement:**

ten half-courses plus a comprehensive examination/requirement.

◆ **Option II - Research Project:**

eight half-courses plus a research project or a Major Research Paper.

◆ **Option III - Thesis:**

six half-courses plus a thesis.

◆ **Option IV - Coursework only:**

ten half-courses.

The MEd degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

- b) Full-time study, though desirable, is not required.
- c) Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

MEd students registered in Option IV are exempt from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they begin their final session of the 'minimum period of registration' or before they begin their last required course**, whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-

time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

- d) Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.

MEd students registered in Option IV are exempt from the above requirement.

- e) All requirements for the degree must be satisfactorily completed by the following timelines:
- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
 - **Students who began in September 2011 or later** 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.
- f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:
- ◆ **Summer Session completion - apply by July 15**
Students will receive their diploma at the Fall Convocation ceremony.
 - ◆ **Fall Session completion - apply by October 15**
Students will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
 - ◆ **Winter Session completion - apply by March 15**
Students will receive their diploma at the Spring Convocation ceremony.

Master of Arts (MA)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to study at the PhD level are advised to apply for enrollment in an MA rather than an MEd degree program.

Regulations concerning the MA degree are detailed in the University of Toronto *School of Graduate Studies Calendar*. What follows is an expansion of those regulations as they apply to the graduate degree programs at OISE.

Some MA degree programs at OISE, e.g. Developmental Psychology and Education, History and Philosophy of Education, and Sociology in Education, are comprised of six half-courses after an appropriate bachelor's degree in the same cognate area of specialization. MA degree programs in, for example, Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, and Higher Education are generally comprised of eight half-courses after an appropriate bachelor's degree in a relevant discipline or professional program. Consult departmental information for full details, pages 39 - 180.

Admission Requirements

- a) An appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in final year) from a recognized university. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 39 - 180.)

At OISE's discretion, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate degree.

An applicant whose bachelor's degree has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

- b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE departments additional requirements have been established, the minimum requirements for the MA at OISE are as follows:

NOTE: Items a, b, and c below, reflect the minimum period of time in which students completely immersed in full-time study are expected to complete the program. Some students may take longer than the minimum time.

- a) Students admitted to a **“one-year program”** will ordinarily be required to complete at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.
- b) Students admitted to a **“one and one-half year program”** on the basis of an appropriate bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.
- c) Students admitted to a **“two-year program,”** on the basis of an appropriate bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.
- d) A thesis. All MA students, with the exception of those in the Child Study and Education Program, must have their thesis committees officially formed as follows:
 - ◆ **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
 - ◆ **if studying part-time** - upon the completion of two-thirds of the MA coursework.

All students whose research involves human subjects, animal subjects or biohazard materials must have their proposals reviewed by the Research Ethics Board. For more information please consult their website: www.research.utoronto.ca/ethics

NOTE: Proposals from students whose degree time limit has lapsed will not be considered by the Research Ethics Board.

- e) In most departments it is possible to pursue an MA degree on a part-time basis. A minimum of one or two academic years of full-time study is required for some programs of study. Consult departmental information for full details, pages 39 - 180.
- f) Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they begin their final session of the 'minimum period of registration' or before they begin their last required course**, whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

- g) Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.
- h) All requirements for the degree must be satisfactorily completed by the following timelines:
- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within five years of first enrollment if they were admitted to a six or eight half-course program, or within six years of first enrollment if they were admitted to a ten or twelve half-course program.
 - **Students who began in September 2011 or later** 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.

Master of Teaching (MT)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree in Elementary and Secondary Education. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools. (See pages 93 - 97 for further information.)

Admission Requirements

An appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in final year) from a recognized university.

At OISE's discretion it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate degree.

An applicant whose bachelor's degree been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

Applicants normally must:

- a) Describe in their Statement of Intent three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.
- b) Include in their Résumé a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis.
- c) Be interviewed by a panel of faculty, teachers and students.

Given the limited number of spaces in this degree program, not all eligible applicants can be interviewed or admitted.

NOTES:

- 1) Applicants to the Master of Teaching (MT) program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not

Minimum Admission and Degree Requirements

born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth), is not required at the time of application for admission. However, this may be required subsequently. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be subsequently required.

- 2) A criminal record report will be required for certification by the Ontario College of Teachers. See page 21 for further information.

Degree Requirements

The two-year MT degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all students must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the MT degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (EdD)

This degree is designed to provide opportunities for more advanced study for those who are already engaged in an education related career. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The EdD represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 39 - 180.

Admission Requirements

- a) An appropriate master's degree with high academic standing (equivalent to **B+ or better** in master's degree program) from a recognized university. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 39 - 180.)
- b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.
- c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

- d) Ordinarily, one year of professional preparation for education.
- e) Successful professional experience in education, or in a relevant field.
- f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*, available at www.oise.utoronto.ca/ro.
- g) Additional requirements may be deemed appropriate for admission within the EdD. Such requirements are outlined in the departmental sections, pages 39 - 180.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE departments, the minimum requirements for the EdD are as follows:

- a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).
- b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 39 - 180).

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

- c) Eight half-courses are required for students who have an appropriate master's degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course EdD degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the

master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

- d) Students in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.
- e) Students who commenced their degree in September 2011 or later must achieve candidacy as follows: by the end of their third year for full-time students, or within four years of initial registration for part-time students. To achieve candidacy, all degree requirements must be completed exclusive of thesis research and ongoing internship courses.
- f) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The student must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students whose thesis research involves human subjects, animal subjects or biohazard materials must have their proposals reviewed by the Research Ethics Board. For more information please consult their website:

www.research.utoronto.ca/ethics

NOTE: Proposals from students whose degree time limit has lapsed will not be considered by the Research Ethics Board.

- g) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.
- h) All requirements for the EdD degree must be completed **within six years** of first enrollment as an EdD student.

Doctor of Philosophy (PhD)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the PhD degree are detailed in the University of Toronto *School of Graduate Studies Calendar*. What follows is an expansion of those regulations as they apply to the graduate degree programs at OISE.

The PhD represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 28 regarding the flexible-time PhD.**

NOTE: Transfer to the flexible-time PhD is not normally permitted.

Admission Requirements

- a) An appropriate master's degree with high academic standing (equivalent to **B+ or better** in master's degree program) from a recognized university. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 39 - 180.)

Students in an MA degree program at the University of Toronto who have been offered admission to a PhD program, conditional upon completion of the master's degree program, may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for MA and PhD Candidates" on page 19.

- b) Holders of master's degrees other than the OISE MA in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE and to the admission committee in an OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the *OISE Guidelines for the QRP*, available at www.oise.utoronto.ca/ro.

Minimum Admission and Degree Requirements

- c) Holders of the University of Toronto MEd degree with high standing may be admitted to the PhD program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the MEd degree does not necessarily include a thesis, the OISE department may require a QRP, which must be completed satisfactorily before registration in the doctoral program. Please consult the *OISE Guidelines for the QRP*, available at <www.oise.utoronto.ca/ro>.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE departments, the minimum requirements for the PhD are as follows:

- a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a **'Leave of Absence Form'** requesting the leave and outlining the reasons, to the OISE Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

- b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**
- c) The number of courses in a PhD degree program, as stated in the student's Offer of Admission, is determined by the total academic background and its relevance to the proposed field of specialization. Normally, a student accepted to a six half-course PhD program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

- d) Students will be required to take a comprehensive examination. Consult specific departments for details.
- e) Candidacy must be achieved by the end of the third year. To achieve candidacy, all degree requirements must be completed exclusive of thesis research and ongoing internship courses.
- f) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration, and must have completed all other program requirements.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students whose thesis research involves human subjects, animal subjects or biohazard materials must have their proposals reviewed by the Research Ethics Board. For more information please consult their website: www.research.utoronto.ca/ethics

NOTE: Proposals from students whose degree time limit has lapsed will not be considered by the Research Ethics Board.

- g) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the student.
- h) All requirements for the PhD degree program must be completed **within six years** of first enrollment as a PhD student.

Flexible-time PhD Degree Programs

The PhD programs in Adult Education and Community Development, Counselling Psychology, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Second Language Education, and Sociology in Education may be undertaken on a "flexible-time" basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment is related to their intended field of study and research interests.

Applicants to the flexible-time PhD program option must demonstrate that they are “practicing professionals”, that is, they are active professionals who are engaged in work activities that may include consulting, community organizing, self-employment, contractual work, or equivalent. This category may include recently retired individuals who maintain professional engagement.

Applicants to the flexible-time PhD program option must demonstrate:

- 1) That the research and proposed program of study is related to the applicant’s professional work and vice-versa;
- 2) That they will continue their professional activities while registered in the program.

The flexible-time PhD differs from the full-time PhD in design, delivery and funding. All requirements for the flexible-time PhD are the same as those for the full-time PhD. Students who are considering the flexible-time PhD should ensure that they will have adequate time on campus to attend classes and to fulfill the academic requirements of a PhD program.

Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their department’s approval.

Students admitted to a flexible-time PhD program are not eligible for an OISE Graduate Assistantship or the Graduate Student Funding Package, nor can they transfer to the full-time PhD funded cohort at a later date. Applicants interested in a flexible-time PhD program must review the relevant information in the current SGS Calendar, available at www.sgs.utoronto.ca.

Students who commenced their degree in September 2011 or later must achieve candidacy by the end of their fourth year. To achieve candidacy, all degree requirements must be completed exclusive of thesis research and ongoing internship courses.

Special Students

Special Students must submit an application for admission for each academic year of study. Effective September 2005, and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification. Fee credit will not be given for transferred courses.

Special Students are not enrolled in a program of study leading to a degree. Priority for course enrolment is given first to OISE degree students, then other University of Toronto degree students, and finally to Special Students.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate bachelor’s degree, from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must have completed an appropriate bachelor’s degree, from a recognized university. Part-time Special Students who are accepted with less than **mid-B** standing are not normally considered admissible to a master’s degree at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

The OISE graduate studies application is based on the web (including the University of Toronto, School of Graduate Studies online application system). It is self-administered – applicants are required to compile all necessary documentation and to submit (whenever possible) via the online application system.

Complete applications will be processed upon receipt. Incomplete applications will result in a delay in processing and may not be considered.

2. Information About Applying

For application information, visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further information, contact:
OISE Registrar's Office
Graduate Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy.oise@utoronto.ca

NOTE: Specific procedures pertaining to applying for admission are subject to change. For accurate and complete information, visit the Registrar's Office website: www.oise.utoronto.ca/ro. This Website will be updated to reflect the 2013-14 application cycle in early Fall 2012.

3. Deadlines

For detailed information about deadlines, visit the Registrar's Office Website: www.oise.utoronto.ca/ro. Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) should have been submitted no later than December 1, 2011**, for registration in the 2012-13 academic year.

While applications may be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support. If admission remains open, note the following secondary application deadlines:

| | |
|-----------------|---|
| March 2, 2012 | for 2012 Summer Session First Term (May) |
| May 4, 2012 | for 2012 Summer Session Second Term (July) |
| June 29, 2012 | for 2012 Fall Session (September) |
| October 5, 2012 | for 2013 Winter Session (January) |

NOTE: The deadline for application for the 2013-14 academic year will be December 3, 2012.

4. Non-refundable Application Fee Plus Non-refundable Supplementary Fee

All applicants must pay the non-refundable application fee plus the non-refundable supplementary fee.

There are no refunds, waivers, exemptions or deferrals of the application fee or supplementary fee. A single application fee plus a single supplementary fee is applicable even if applying to more than one OISE program of study.

NOTE: For 2012-13 the application fee is \$110 (Canadian) and the supplementary fee is \$100 (Canadian) for a total \$210. Fees are subject to change for 2013-14.

Payment of the application fee and supplementary fee must be received before an application will be considered.

5. Supporting Documentation

The University of Toronto, School of Graduate Studies online application system facilitates the electronic, online, submission of required supporting documentation (wherever possible).

Only in exceptional circumstances will hardcopy supporting documents be accepted. These must be sent directly to the OISE Registrar's Office, Graduate Admissions Unit.

Applicants should submit only the necessary required supporting documentation.

All documents submitted in support of an application become and remain the property of the University of Toronto and are not returnable or transferable.

Applicants are responsible for monitoring the status of their documents (e.g. received or not received) via the University of Toronto, School of Graduate Studies online application system, and for taking appropriate action as necessary.

a) Transcripts

One official transcript of an academic record from each and every post-secondary institution attended (including OISE and the University of Toronto) must be included in an application. Post-secondary study consists of all degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification Courses for Educators). If applying to a doctoral program, official transcripts pertaining to both bachelor's and master's degrees must be submitted.

Official transcripts are transcripts received in the Registrar's Office in a sealed envelope, signed/stamped by the issuing institution. Transcripts received in an unsealed envelope cannot be considered official. Faxed copies of transcripts, or informal grade reports, or electronically transmitted transcripts, cannot be considered official.

Official English language translations must accompany all non-Canadian documentation not written in English. An official translation is one received in the Registrar's Office in a sealed envelope, signed/stamped by an accredited Translation Service.

b) Letters of Reference

Two supporting letters of reference – one academic and one professional – must be included in an application. The academic reference should be from a university instructor with whom the applicant has studied. The professional reference should be from a referee who is familiar with the applicant's professional work and promise.

NOTE: Several programs require an additional (third) letter of reference; refer to the relevant departmental section(s) for more information.

c) Résumé

An up-to-date résumé or curriculum vitae must be included in an application.

A résumé should detail employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

A statement of intent (also known as a plan of study or letter of intent) must be included in an application.

A statement of intent should detail study and/or research interests, career goals, and reasons for seeking admission. It's helpful to begin with a list of four or five key words or phrases that relate to the proposed graduate study. Applicants may also wish to identify OISE faculty members with whom they are interested in working. The length of a statement of intent can vary, but generally it should be 1,000-1,500 words.

If applying to more than one program, it is helpful if applicants clearly identify sections within a statement of intent that are specifically adapted for/directed to each program.

e) Sample of Written Work

Some programs of study require a sample of scholarly/academic writing for consideration in their evaluation process. Refer to the relevant departmental section(s) for more information.

A sample of written work should be no more than 5,000 words maximum. Large documents (more than 5,000 words) cannot be accommodated. So, for example, because of its large size applicants should not submit a complete master's thesis or major research paper. Selecting one or two key chapters is appropriate.

f) Special Notes for Applicants to the Child Study and Education 2-year Program and the Master of Teaching in Elementary and Secondary Education Program

Canadian Birth Certificate / Certificate of Change of Name

Applicants to the Child Study and Education program and the Master of Teaching in Elementary and Secondary Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada documents showing the basis upon which the individual is present in Canada including date and place of birth) is not required at the time of application for admission. However, this may be required subsequently. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application but may be required subsequently.

School Board Requirements

Applicants to the Child Study and Education program and the Master of Teaching in Elementary and Secondary Education program are advised that a criminal record report is not required at the time of application for admission. However, this will be required subsequently.

Both of these programs require successful completion of practice teaching in schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report the schools will not allow teacher education candidates to participate in practice teaching.

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents, and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant's Declaration about their suitability for registration. The report is valid for six months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers

Telephone: 416-961-8800
Website: www.oct.ca

6. English Language Facility

OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English and who graduated from a non-Canadian university where the language of instruction and examination was not English.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an offer of admission will not be issued until the requirement is fully satisfied. In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE Registrar's Office, Graduate Admissions Unit, to be considered official. Test scores are valid for two years from the date of testing.

◆ Test of English as a Foreign Language (TOEFL)

Website: www.ets.org/toefl

Presently, the TOEFL is offered in **two** formats: **paper-based**, on which a minimum total score of 580 is required (must include the Test of Written English component with a minimum score of 5.0)

OR

internet-based, on which a minimum overall score of 93 is required (with a minimum score of 22 for both the writing and speaking components)

The OISE "Institution Code" is 0982.

◆ Michigan English Language Assessment Battery (MELAB)

Website: www.cambridgemichigan.org/melab

OR

Website: www.melab.ca

The minimum MELAB score required is 85.

◆ International English Language Testing System (IELTS)

Website: www.ielts.org

The minimum IELTS score required is 7.0 (applicants must take the academic module of this test).

◆ The Certificate of Proficiency in English (COPE)

Website: www.copetest.com

The minimum COPE total score required is 76 (with a minimum score of 22 in each component, and a minimum score of 32 in the writing component).

◆ The University of Toronto, School of Continuing Studies, English Language Program, Academic Preparation Course (Level 60 – Advanced)

Website: www.learn.english.utoronto.ca

The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course completed at Level 60 (Advanced) with a grade of at least 'B' is required.

7. Graduate Assistantships

OISE Graduate Assistantships are available for full-time registration only, within any program of study. Application forms must be received by December 1 prior to the academic year for which the application is being submitted.

For more information on OISE Graduate Assistantships contact:

OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
E-mail: studentservices.oise@utoronto.ca
Website: www.oise.utoronto.ca/student-services

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of graduate study at OISE. Financial hardship could, regrettably, curtail continued registration at OISE. See pages 208 - 211 for information on graduate student financial support. Also see pages 205 and 206 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

All OISE master's degree candidates wishing to proceed to doctoral degree programs in education must formally apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

◆ Deferral of Admission

New students are expected to begin their program in the Summer Session or Fall Session. Normally, admission is valid only for the beginning date specified on the offer of admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply in competition with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if an applicant is admitted for the 2012 Fall Session but is not able to begin the program until the 2013 Fall Session, the applicant's request for deferral must be received no later than September 14, 2012. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new post-secondary level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE Graduate Assistantship may not defer the award to the next academic year, unless the offer of admission is within the Graduate Funding cohort. OISE Graduate Assistantship applications are available in September for the following academic year.

◆ Delay to the Winter Session

New students are expected to begin their program in the Summer Session or Fall Session. **In exceptional circumstances** some degree programs may permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Admissions Unit, as soon as possible but must be received prior to registration, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered. Requests for a change of start date to the Winter Session are subject to approval.

Applicants who have been awarded an OISE Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Effective September 2005 and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification. Fee credit will not be given for transferred courses.

Special Students are not enrolled in a program of study leading to a degree. Priority for course enrolment is given first to OISE degree students, then other University of Toronto degree students, and finally to Special Students.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enroll in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 22 - 29.

Part-Time Study

Students wishing to take one or two graduate courses outside of a current degree program are admitted as part-time Special Students.

Part-time Special Students who are accepted with less than mid-B standing are not normally considered admissible to a master's degree at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE's five departments - their programs, fields, courses and faculty. Applicants and students may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

Summary of OISE's Departments, Programs and Fields

Adult Education and Counselling Psychology (AECPP)

- 1) Adult Education and Community Development Program
- 2) Counselling Psychology Program
*Fields: a) Community and Educational Settings
b) Psychology Specialists
c) Guidance and Counselling*

Curriculum, Teaching and Learning (CTL)

- 1) Curriculum Studies and Teacher Development Program
- 2) Master of Teaching in Elementary and Secondary Education Program (P/J, J/I, & I/S)
- 3) Second Language Education Program

Human Development and Applied Psychology (HDAP)

- 1) Child Study and Education Program
- 2) Developmental Psychology and Education Program
- 3) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education (SESE)

- 1) Sociology in Education Program

Theory and Policy Studies in Education (TPS)

- 1) Educational Administration Program
- 2) Higher Education Program
Fields: a) Health Professional Education
- 3) History and Philosophy of Education Program
*Fields: a) History of Education
b) Philosophy of Education*

OISE Degrees by Department, Program and Field

Adult Education and Counselling Psychology (AECPP)

CODES: ♦ = Field; ● = Collaborative Program

Adult Education and Community Development Program Degrees

- ♦ Adult Education and Community Development
 - *Aboriginal Health* MEEd, MA, PhD
 - *Aging, Palliative and Supportive Care Across the Life Course* MEEd, MA, PhD
 - *Community Development* MEEd, MA
 - *Comparative, International and Development Education* MEEd, MA, PhD
 - *Dynamics of Global Change* PhD
 - *Educational Policy* MEEd, MA, PhD
 - *Environmental Studies* MEEd, MA, PhD
 - *Women and Gender Studies* MEEd, MA, PhD
 - *Workplace Learning and Social Change* MEEd, MA, PhD

Counselling Psychology Program

- ♦ Counselling Psychology for Community and Educational Settings
 - *Aboriginal Health* MEEd, EdD
 - *Aging, Palliative and Supportive Care Across the Life Course* MEEd, EdD
 - *Community Development* MEEd
 - *Sexual Diversity Studies* MEEd, EdD
 - *Women and Gender Studies* MEEd, EdD
- ♦ Counselling Psychology for Psychology Specialists
 - *Aboriginal Health* MA, PhD
 - *Addiction Studies* MA, PhD
 - *Aging, Palliative and Supportive Care Across the Life Course* MA, PhD
 - *Sexual Diversity Studies* MA, PhD
 - *Women and Gender Studies* MA, PhD
- ♦ Guidance and Counselling
 - *Aboriginal Health* MEEd
 - *Aging, Palliative and Supportive Care Across the Life Course* MEEd
 - *Community Development* MEEd
 - *Sexual Diversity Studies* MEEd
 - *Women and Gender Studies* MEEd

Departmental Research Areas

Aboriginal/Indigenous Education; Community, International and Transformative Learning; Creative Inquiry, Personal and Professional Learning; Workplace Learning and Change; Eating Disorders; Body Image; Psychotherapy Process and Outcome; Therapeutic Alliance; Empathy; Multicultural Counseling; Career Counseling; Cognitive-Behaviour Therapy; Emotion-Focused Therapy; Sexual Orientation; Gender; HIV/AIDS Preventions; Hate Crime Victimization; Same Sex Partner Abuse; Trauma; Posttraumatic Growth; Human-Animal Interaction.

Interdepartmental Research Areas

Aboriginal Education; Critical Pedagogy and Cultural Studies; Learning and Work; The Nature and Development of Literacy; Transformative Learning; Women's Studies/Feminist Studies.

Curriculum, Teaching and Learning (CTL)

CODES: ♦ = Field; ● = Collaborative Program

Curriculum Studies and Teacher Development Program Degrees

- ♦ Curriculum Studies and Teacher Development MEd, MA, PhD
- *Comparative, International and Development Education* MEd, MA, PhD
- *Educational Policy* MEd, MA, PhD
- *Knowledge Media Design* MEd, MA, PhD
- *Sexual Diversity Studies* MEd, MA, PhD
- *Women and Gender Studies* MEd, MA, PhD

Master of Teaching in Elementary and Secondary Education Program

- ♦ Primary/Junior Education MT
- ♦ Junior/Intermediate Education MT
- ♦ Intermediate/Senior Education MT

Second Language Education Program

- ♦ Second Language Education MEd, MA, PhD
- *Comparative, International and Development Education* MEd, MA, PhD
- *Educational Policy* MEd, MA, PhD
- *Knowledge Media Design* MEd, MA, PhD
- *Women and Gender Studies* MEd, MA, PhD

Human Development and Applied Psychology (HDAP)

CODES: ♦ = Field; ● = Collaborative Program

Child Study and Education Program MA

Developmental Psychology and Education Program

- ♦ Developmental Psychology and Education MEd, MA, PhD
- *Educational Policy* MEd, MA, PhD
- *Neuroscience* MA, PhD

School and Clinical Child Psychology Program MA, PhD

Interdepartmental Research Area

The Nature and Development of Literacy.

Sociology and Equity Studies in Education (SESE)

Sociologie et D'études de l'Équité en Éducation

CODES: ♦ = Field; ● = Collaborative Program

Sociology in Education Program Degrees

- ♦ Sociology in Education MEd, MA, EdD, PhD
- *Aboriginal Health* MEd, MA, EdD, PhD
- *Comparative, International and Development Education* MEd, MA, EdD, PhD
- *Diaspora and Transnational Studies* MA, EdD, PhD
- *Educational Policy* MEd, MA, EdD, PhD
- *Environmental Studies* MEd, MA, EdD, PhD
- *Ethnic and Pluralism Studies* MEd, MA, EdD, PhD
- *Sexual Diversity Studies* MEd, MA, EdD, PhD
- *South Asian Studies* MEd, MA, EdD, PhD
- *Women and Gender Studies* MEd, MA, EdD, PhD
- *Workplace Learning and Social Change* MEd, MA, EdD, PhD

Faculty Teaching and Research Interests

Aboriginal and Indigenous Studies in Education; Critical Race and Anti-Racism Studies in Education; Culture, Communication and Critical Education; Feminist Studies and Gender Relations in Education; Learning and Work; and emerging expertise in Disability Studies as well as Queer Studies.

Interdepartmental Research Areas

Aboriginal Education; Critical Pedagogy and Cultural Studies; études franco-ontariennes en éducation; Language and Critical Pedagogy; Learning and Work; The Nature and Development of Literacy; Transformative Learning; Women's Studies/Feminist Studies.

- *Ethnic and Pluralism Studies* MEd, MA, EdD, PhD
- *Knowledge Media Design* MEd, MA, EdD, PhD
- *Sexual Diversity Studies* MEd, MA, EdD, PhD
- *Women and Gender Studies* MEd, MA, EdD, PhD

Theory and Policy Studies in Education (TPS)

CODES: ♦ = Field; ● = Collaborative Program

| Educational Administration Program | Degrees |
|---|-------------------|
| ● <i>Comparative, International and Development Education</i> | MEd, MA, EdD, PhD |
| ● <i>Dynamics of Global Change</i> | PhD |
| ● <i>Educational Policy</i> | MEd, MA, EdD, PhD |
| ● <i>Ethnic and Pluralism Studies</i> | MEd, MA, EdD, PhD |
| ● <i>Sexual Diversity Studies</i> | MEd, MA, EdD, PhD |
| ● <i>Women and Gender Studies</i> | MEd, MA, EdD, PhD |

Higher Education Program

- ♦ Higher Education MEd, MA, EdD, PhD
 - *Comparative, International and Development Education* MEd, MA, EdD, PhD
 - *Educational Policy* MEd, MA, EdD, PhD
 - *Sexual Diversity Studies* MEd, MA, EdD, PhD
 - *Women and Gender Studies* MEd, MA, EdD, PhD
- ♦ Health Professional Education MEd
 - *Comparative, International and Development Education* MEd
 - *Educational Policy* MEd
 - *Sexual Diversity Studies* MEd
 - *Women and Gender Studies* MEd

History and Philosophy of Education Program

NOTE: This program is not accepting new PhD or EdD students for 2012-13

- ♦ History of Education MEd, MA, EdD, PhD
 - *Comparative, International and Development Education* MEd, MA, EdD, PhD
 - *Educational Policy* MEd, MA, EdD, PhD
 - *Ethnic and Pluralism Studies* MEd, MA, EdD, PhD
 - *Knowledge Media Design* MEd, MA, PhD
 - *Sexual Diversity Studies* MEd, MA, EdD, PhD
 - *Women and Gender Studies* MEd, MA, EdD, PhD
- ♦ Philosophy of Education MEd, MA, EdD, PhD
 - *Comparative, International and Development Education* MEd, MA, EdD, PhD
 - *Educational Policy* MEd, MA, EdD, PhD

Departmental Research Areas

Ethics and Values; Ethnicity and Multiculturalism in Education; Feminist Studies/Philosophy; History of Women and the Family; Immigration; Leadership; Policy; Social Diversity; The Origins of Modern Schooling; Theory and Practice of Schooling; Poststructuralism; Media Education, Culture and Technology; Democracy and Educational Politics

Interdepartmental Research Areas

Aboriginal Education; Critical Pedagogy and Cultural Studies; The Nature and Development of Literacy; Transformative Learning; Women's Studies/Feminist Studies.

Collaborative Programs

OISE also participates in many Collaborative Programs. Please see pages 181 - 195 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE department with which they are identified (see below). Prior to the 1998 Summer Session, OISE graduate courses were prefixed with EDT.

- AEC:** Adult Education and Counselling Psychology
- CTL:** Curriculum, Teaching and Learning
- HDP:** Human Development and Applied Psychology
- SES:** Sociology and Equity Studies in Education
- TPS:** Theory and Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix, or by a three-prefix code of **CIE**.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Studies and Teacher Development Program, CTL1000 to 1799 series refers to master's level courses; CTL1800 to 1999 series refers to doctoral level courses, etc.

Research Methodology Courses

OISE has a great deal of expertise in the area of qualitative, quantitative and mixed research methodology. We offer a wide variety of research methodology courses through our various programs that range from introductory to advanced levels. We also offer courses that are specific to a particular topic or discipline. Many programs require students to take one or more methodology courses to complete their program of study. It is the student's responsibility to understand the requirements for their program. In some cases, it may be possible to take a research methodology course in another program or department to fulfill their program requirements but students should consult with their supervisor or faculty advisor before enrolling in any course outside of their program. Research methodology courses are flagged by an **[RM]** in the courses listed for each program.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 11 - 16.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECPP)

The Department of Adult Education and Counselling Psychology consists of two distinct programs:

- ◆ **Adult Education and Community Development**
- ◆ **Counselling Psychology**

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

Each program offers the following degrees: MEd, MA and PhD. Additionally, an EdD degree is offered in the Counselling Psychology Program.

The Counselling Psychology program welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad. The Counselling Psychology program offers the following degrees: MEd, MA, EdD, and PhD across three fields of specialization. The PhD program in Counselling Psychology for Psychology Specialists is currently accredited by the Canadian Psychology Association. Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. It is each student's responsibility to ensure that their educational background meets the requirements of the College of Psychologists of Ontario for registration. For further information, contact the College of Psychologists of Ontario directly at: www.cpo.on.ca.

The MEd degree provides the basic preparation for Certification as a Certified Canadian Counsellor www.ccacc.ca/en/memberbenefits/certification with The Canadian Counselling and Psychotherapy Association (CCPA) www.ccacc.ca/en and potentially, in the future, for registration with the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario. It is each student's responsibility to ensure that their educational background meets the requirements for certification with The Canadian Counselling and Psychotherapy Association (CCPA) www.ccacc.ca/en. Likewise, students whose plans include preparation for professional practice in counselling should note that the professional practice of psychotherapy in Ontario is regulated by the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario. It is each student's responsibility to

ensure that their educational background meets the requirements of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario for registration. For further information, contact the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario directly at:

www.collegeofpsychotherapists.on.ca/pages/Home

The Adult Education and Community Development Program also offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. The Counselling Psychology Program offers a Certificate of Completion in Cognitive Behavioural Therapy.

The Department is also involved in several graduate collaborative programs (page 43) as well as the Initial Teacher Education program.

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy.oise@utoronto.ca

For information about registration, contact:

Taleah Clarke, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: taleah.clarke@utoronto.ca

Academic Information

Adult Education and Community Development Program

For specific program information see our website at:
<http://aecp.oise.utoronto.ca/ae/index.html>
E-mail: aeinfo.oise@utoronto.ca

Counselling Psychology Program

For specific program information see our website at:
<http://aecp.oise.utoronto.ca/cp/index.html>
E-mail: cpinfo.oise@utoronto.ca

Adult Education and Community Development Program

◆ Faculty

Bonnie Burstow, PhD (Toronto)

Senior Lecturer

(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; community organizing in solidarity work; use of the arts in community organizing with disenfranchised groups; the social movements of disenfranchised populations – psychiatric survivors, prisoners, people who are homeless, nonprescription drugs users, undocumented people, and sex trade workers; popular education, and political theatre, including theatre of the oppressed, theatre for development, and theatre for living)

bonnie.burstow@utoronto.ca

J. Gary Knowles, PhD (Utah)

Professor

(creative inquiry through forms of qualitative research [especially arts-informed research, reflexive inquiry and life history, personal history/autobiography and ethnography]; and visual and performative artistic expressions; personal and professional learning; environmental, experiential and outdoor education as well as sense-of-place studies [including ecological identity]; human-animal relations and bond; education/school architecture; healthy educative environments; alternative and home education [including parental involvement in schools and education]; community involvement in education; teacher development and education [especially personal history influences on teaching practices, alternative models of preservice teacher education, and adult oriented pedagogies])

gary.knowles@utoronto.ca

Angela Miles, PhD (Toronto)

Professor

(feminist theory; critical theory; social movements; globalization and local & global resistance; community education, development and change; alternative development paradigms)

angela.miles@utoronto.ca

Kiran Mirchandani, PhD (McGill)

Associate Professor

(work, learning and social change; gendered/racialized processes in work settings; transnationalism; critical perspectives on organizations; globalization and economic restructuring; service work)

kiran.mirchandani@utoronto.ca

Shahrzad Mojab, PhD (Illinois)

Professor

(Marxist-feminism and anti-racism pedagogy; educational policy studies; comparative and international adult education; lifelong learning policy; women, war and learning; war and education; war militarization and violence; capitalism, colonialism and imperialism in adult education; and adult education and revolutionary movements)

shahrzad.mojab@utoronto.ca

Karen Mundy, PhD (Toronto)

Associate Professor, Co-Director, Comparative, International and Development Education Centre and the Collaborative Degree Program in Comparative, International and Development Education and Canada Research Chair in Global Governance and Comparative Educational Change

(international and comparative education; sociology of education; education policy in developing countries; education in Africa; literacy and adult education; global governance in education)

karen.mundy@utoronto.ca

Roxana Ng, PhD (Toronto)

Professor, cross-appointed to Sociology and Equity Studies in Education and Theory and Policy Studies in Education *(feminist, anti-racist, anti-colonial studies; immigrant women; gender, race and class analysis; migration and transnationalism; work restructuring and globalization; embodied learning and different conceptions of the body with special reference to Chinese medicine and Qigong; social movement and life-long learning; integrative approaches to equity in education; research methods, especially participatory research and institutional ethnography)*

roxana.ng@utoronto.ca

Jack Quarter, PhD (Toronto)

Professor, Co-Director, Social Economy Centre, cross-appointed to Sociology and Equity Studies in Education

(nonprofits and co-operatives within a social economy framework; Projects: mapping and conceptualizing the social economy; measuring volunteer value; Interests: the social economy, community development, and workplace and economic democracy)

jack.quarter@utoronto.ca

Jean-Paul Restoule, PhD (Toronto)

Associate Professor

(Aboriginal education, indigenous knowledge, ethics and methodologies, media and cultural representation, cultural studies, cultural identity development)

jeanpaul.restoule@utoronto.ca

◆ **Associated Faculty**

Anne Goodman, PhD (Toronto)

Coordinator, Community Healing and Peacebuilding; researcher and educator
anne.goodman@utoronto.ca

Jennifer Sumner, PhD (Guelph)

Coordinator, Adult Education for Sustainability
jennifer.sumner@utoronto.ca

◆ **Associated Instructors**

For Associated Faculty in the AECD program, see our website: aecp.oise.utoronto.ca/ae/associated_faculty.html

Professors Emeriti

Eileen Antone, EdD (Toronto)
Ardra Cole, EdD (Toronto)
Joseph P. Farrell, PhD (Syracuse)
Peter Gamlin, PhD (Cornell)
David Hunt, PhD (Ohio State)
Nancy Jackson, PhD (British Columbia)
Marilyn Laiken, PhD (Toronto)
Keith McLeod, PhD (Toronto)
Solveiga Miezeitis, PhD (Toronto)
Edmund V. O'Sullivan, PhD (Syracuse)
Allen M. Tough, PhD (Chicago)

Counselling Psychology Program

◆ **Faculty**

Charles P. Chen, PhD (British Columbia)

Professor, Canada Research Chair in Life Career Development
(vocational and career psychology broadly defined, life-career interaction and integration, humanistic psychology, meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita philosophy-based career counselling intervention, counselor education and training)
cp.chen@utoronto.ca

J. Roy Gillis, PhD (Queen's)

Associate Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
roy.gillis@utoronto.ca

Abby L. Goldstein, PhD, C.Psych. (York)

Assistant Professor
(substance use and gambling in adolescence and emerging adulthood; child maltreatment and substance abuse, substance use and co-occurring risk behaviours, motivational interviewing)
abbyl.goldstein@utoronto.ca

Roy Moodley, PhD (Sheffield, UK)

Associate Professor
(critical multicultural and diversity counselling; 'race', culture and ethnicity in psychotherapy; integrating traditional healing practices into counselling psychology; and counselling and psychotherapy in an international context)
roy.moodley@utoronto.ca

Niva Piran, PhD (Texas)

Professor
(counselling and health promotion research; feminist counselling; embodiment, body image development; women's mental health; immigration and multicultural challenges)
niva.piran@utoronto.ca

Margaret S. Schneider, PhD (York)

Associate Professor
(human-animal interaction; ethics in psychology; sexual orientation)
margaret.schneider@utoronto.ca

Judith A. Silver, PhD (Toronto)

Senior Lecturer, Co-Director, OISE Counselling and Psychoeducational Clinic, and Coordinator of Internships and Counselling Services, OISE
(holistic approaches to counselling; supervision; professional practice issues)
judy.silver@utoronto.ca

Lana Stermac, PhD (Toronto)

Professor
(traumatic stress and health, sexual assault; war trauma, feminist issues in violence; psychology and law; trauma and learning)
l.stermac@utoronto.ca

Suzanne L. Stewart, PhD (Victoria)

Assistant Professor
(indigenous mental health and healing in counselling, indigenous pedagogies in post secondary education; indigenous research methodologies)
suzanne.stewart@utoronto.ca

Jeanne E. Watson, PhD (York)

Professor and Associate Dean, Programs
(person-centered-experiential psychotherapy, emotion-focused approaches to psychotherapy; empathy; the therapeutic relationship; psychotherapy processes and outcomes; emotion)
jeanne.watson@utoronto.ca

◆ **Sessional Faculty**

For Sessional Faculty in the CP program, see our website: <http://aecp.oise.utoronto.ca/main/faculty.html>

◆ **Associated Instructors**

For Associated Instructors in the CP program, see our website: <http://aecp.oise.utoronto.ca/main/faculty.html>

Professors Emeriti

Sabir A. Alvi, PhD (Indiana)
J.R. Bruce Cassie, PhD (SUNY at Buffalo)
Mary Alice Julius Guttman, PhD (Wisconsin)

◆ **Doctoral Field Placement Supervisors for
Counselling Psychology**

NOTE: Changes to several of the following can be expected in September 2012.

John S. Arrowood, PhD (SUNY at Binghamton)

Staff Psychologist, Centre for Addiction and Mental Health (CAMH), Toronto

Catherine C. Classen, PhD (York)

Associate Professor, Women's College Hospital, Toronto

Nathan J. Cooper, PsyD (Central Michigan)

Psychologist, Hamilton Family Health Team, Hamilton

Sandra Doyle-Lisek, PsyD (Chicago School of Professional Psychology)

Psychologist, North York General Hospital, Toronto

Abby Goldstein, PhD (York)

Assistant Professor, Counselling & Psychoeducational Clinic, Toronto

Gregory Hamovich, PsyD (Rutgers)

Supervising Psychologist, OISE Counselling and Psychoeducational Clinic, Toronto

Lance L. Hawley, PhD (McGill)

Psychologist, Cognitive Behaviour Therapy Clinic, Toronto

Naresh Issar, EdD (Toronto)

Psychologist, Family Services York Region, Unionville

Gillian Kirsh, PhD (Western Ontario)

Psychologist, North York General Hospital, Toronto

Ermine Leader, PhD (Andrews)

Coordinator of Liaison Program/Counselling Supervisor, York University-Counselling and Disability Services, North York

Mark D. Levi, PhD (York)

Psychologist, Ontario Shores Centre for Mental Health Sciences, Whitby

Traci McFarlane, PhD (Toronto)

Staff Psychologist and Clinical Team Leader, Toronto General Hospital, Toronto

Lena Quilty, PhD (Waterloo)

Project Scientist, Centre for Addiction & Mental Health, Toronto

Shannon Robinson, PhD (Toronto)

Psychologist, Ontario Shores Centre for Mental Health, Whitby

Elisabeth Saunders, EdD (Harvard)

Clinical Psychologist, Psych-Ed Assessment Services, Toronto

Andrew Shaul, PhD (York)

Psychologist, Andrew Shaul Psychology Professional Corporation, Toronto

Judith A. Silver, PhD (Toronto)

Internship Coordinator & Clinic Co-Director, OISE Counselling & Psychoeducational Clinic, Toronto

Suzanne Stewart, PhD (Victoria)

Assistant Professor, OISE Counselling and Psychoeducational Clinic, Toronto

Tania S. Stirpe, PhD (Toronto)

Chief Psychologist, Correctional Service of Canada, Toronto

Susan Vettor, PhD (Andrews)

Psychologist, Ontario Shores Center for Mental Health Sciences, Whitby

OISE Collaborative Graduate Programs

Comparative, International and Development Education

Program Co-Directors:

Karen Mundy, Adult Education and Counselling Psychology

Sarfaroze Niyozov, Curriculum, Teaching and Learning

Contact:

Website: www.oise.utoronto.ca/cidec

E-mail: cidec.oise@utoronto.ca

Participating AECD Faculty:

Anne Goodman, Angela Miles, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Roxanna Ng, Jack Quarter, Jean-Paul Restoule

Adjunct Faculty:

Vandra Masemann

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the MEd, MA, and PhD levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students receive a notation on their transcript identifying this specialization.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Prospective applicants are advised to review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 184 - 187 in this *Bulletin* and on the Website at www.oise.utoronto.ca/cidec. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the department of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 184 - 187).

| | |
|----------|--|
| CIE1001H | Introduction to Comparative, International and Development Education |
| AEC1102H | Community Development: Innovation Models |
| AEC1114H | Comparative and International Perspectives in Adult Education |
| AEC1132H | Special Topics in Women in Development and Community Transformation (Master's Level) |
| AEC1145H | Participatory Research in the Community and the Workplace [RM] |
| AEC1146H | Women, War and Learning |
| AEC1180H | Aboriginal World Views: Implications for Education |
| AEC1181H | Embodied Learning and the Qi Gong |
| AEC1190H | Community Healing and Peacebuilding |
| AEC3104H | Adult Education and Marxism |
| AEC3119H | Global Perspectives on Feminist Community Development & Community Transformation |
| AEC3138H | Critical Social Theories and Adult Education |
| AEC3140H | Post-colonial Relations and Transformative Education |
| AEC3179H | Work, Technology and the Knowledge Economy |
| AEC3180H | Global Governance and Educational Change |
| AEC3182H | Citizenship Learning and Participatory Democracy |

A wide selection of additional courses is available across participating departments. See the entry on pages 184 - 187 in this *Bulletin* or visit the CIDE Website

www.oise.utoronto.ca/cidec.

Educational Policy

The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes. Further information is available on page 188 in this Bulletin.

Participating AECD Faculty:

Shahrzad Mojab, Karen Mundy

Workplace Learning and Social Change

Program Director:

Kiran Mirchandani, Department of Adult Education and
Counselling Psychology

E-mail: kiran.mirchandani@utoronto.ca

Telephone: 416-978-0884

Contact:

Website: aecp.oise.utoronto.ca/ae/programs/collaborative/wlsc.html

Participating AECD Faculty:

Kiran Mirchandani (Director), Shahrzad Mojab, Roxana Ng, Jack Quarter

The Collaborative Program in Workplace Learning and Change is offered at the MEd, MA, and PhD levels in the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Students will receive a notation on their transcript identifying their specialization in this area.

Overview

The program caters to students interested in developing their understandings of work and learning in Canada and internationally, within broader social trends such as globalization, neo-liberalism and organizational restructuring. The Program 1) allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and public policy phenomenon and 2) highlights the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Prospective applicants are advised to review the detailed information about the WLSC program available in the Collaborative Graduate Degree Programs section on pages 193 - 195 in this Bulletin and on the Website

[<aecp.oise.utoronto.ca/ae/programs/collaborative/wlsc.html>](http://aecp.oise.utoronto.ca/ae/programs/collaborative/wlsc.html). This includes a list of courses offered by all participating departments that are accepted for credit by WLSC. You should also consult the School of Graduate Studies Calendar and contact one of the participating WLSC faculty members (listed above) to discuss your research interests and goals.

Master's Level Required Course

WPL1131H Master's Seminar in Workplace Learning and Social Change

Doctoral Level Required Course

WPL3931H Doctoral Seminar in Workplace Learning and Social Change

University of Toronto Collaborative Graduate Degree Programs

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in the following collaborative programs.

Aboriginal Health

The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations. Further information is available on page 181 of this *Bulletin*, from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Aboriginal_Health.htm

Addiction Studies

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 181 of this *Bulletin*, from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Addiction_Studies.htm

Aging, Palliative and Supportive Care Across the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on page 182 of this *Bulletin*, from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Aging_Palliative_and_Supportive_Care_Across_the_Life_Course.htm

Community Development

The two programs in the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program receive a special notation on their transcripts. Further information is available on page 182 of this *Bulletin*, from the *School of Graduate Studies Calendar*, and at www.urbancentre.utoronto.ca/communitydevelopment.htm

Participating AECD faculty:

Angela Miles, Jack Quarter, Daniel Schugurensky, Bonnie Burstow

The contact person for this program is:

Jack Quarter, Department of Adult Education and Counselling Psychology
Telephone: 416-978-0820
E-mail: jack.quarter@utoronto.ca

Dynamics of Global Change

The Adult Education and Community Development Program in the Department of Adult Education and Counselling Psychology participates in the University's Graduate Collaborative Program in Dynamics of Global Change (DGC). The PhD program is a multidisciplinary program that explores the frontiers of global change across a wide range of issues and identifies the underlying dynamics of change. Students may take up questions from their own disciplines but explore them through the theoretical and methodological lens of global change. Further information is available from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Dynamics_of_Global_Change.htm

Department Contact (after admission to the Adult Education and Community Development program): Karen Mundy

E-mail: munk.centre@utoronto.ca

Website: www.utoronto.ca/mcis/dgc

Telephone: 416-946-8900 (general inquiries)

Environmental Studies

OISE offers, in cooperation with the University of Toronto Centre for Environment, a Collaborative Program in Environmental Studies. This program is offered within OISE jointly through the Departments of Adult Education and Counselling Psychology; and Sociology and Equity Studies in Education. Further information is available on page 189 of this *Bulletin*, from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Environmental_Studies.htm

The contact person in the Adult Education and Counselling Psychology Department is:

Jennifer Sumner

E-mail: jennifer.sumner@utoronto.ca

Sexual Diversity Studies

The Counselling Psychology Program in the Department of Adult Education and Counselling Psychology participates in the University's Graduate Collaborative Program in Sexual Diversity Studies (SDS). The program is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area,

many of those who work within it engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences. Students may take up questions from their own disciplinary or programmatic perspective, but explore it through the theoretical and methodological lens of sexuality studies. Further information is available from the *School of Graduate Studies Calendar*, and at: www.gradschool.utoronto.ca/programs/collaborative/Sexual_Diversity_Studies.htm

Department Contact (after admission to the Counselling Psychology program): J. Roy Gillis

Website: www.utoronto.ca/sexualdiversity

E-mail: sexual.diversity@utoronto.ca

Telephone: 416-978-6276 (general inquiries)

Fax: 416-971-2027

Women and Gender Studies (CWGS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women and Gender Studies (CWGS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at the Women and Gender Studies Institute, University of Toronto and the program advisor in the student's OISE home department. Further information is available on page 193 in this *Bulletin*, from the *School of Graduate Studies Calendar* and at: www.gradschool.utoronto.ca/programs/collaborative/Women_and_Gender_Studies.htm

Department contact: Angela Miles

E-mail: angela.miles@utoronto.ca

Adult Education and Community Development Program

The Adult Education and Community Development Program provides a place to study and contribute to theory, practice, and policy concerning adult learning in organizations, communities, workplaces, and social movements in local, national and international contexts. We are an interdisciplinary program which highlights critical social analysis, transformative learning, creative inquiry, and international/global awareness. Perspectives represented in the program include: aboriginal/indigenous; anti-racist/anti-colonial; environmental/ecological; feminist; socialist/Marxist, creative inquiry and transformative learning.

Course offerings cover a wide range of topics within the program description overall, and course groupings include:

- Aboriginal/Indigenous Education
- Community, Learning and Change
- Global Education and Change
- Workplace Learning and Change

For more detail, see the Departmental Webpage: aecp.oise.utoronto.ca/ae/index.html

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy.oise@utoronto.ca

For information about registration, contact:

Taleah Clarke, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: taleah.clarke@utoronto.ca

Admission

Application procedures for all degrees in the Adult Education and Community Development program are described in the Application Procedures section, pages 30 - 34.

For Minimum Admission and Degree Requirements for all degrees in the Adult Education and Community Development program see pages 22 - 29.

Applicants should submit a Letter of Intent indicating which of the four Course Groupings listed below most interests them and naming at least two faculty members whose interests are closest to their own. The Program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies.

Students may include in their program of study, courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE courses.

For faculty profiles and research interest see pages 39 - 42.

Degrees

Master of Education

For minimum admission and degree requirements see pages 22 - 23.

The MEd degree can be taken on either a full or part time basis. It serves individuals seeking to develop skills for education, community and organizational development roles in a wide range of settings in public, private and voluntary sectors. The MEd program of study includes 10 half-courses usually at the 1000-level and no thesis. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take one core course consisting of either AEC1100H Introduction to Adult Education or AEC1102H Community Development: Innovative Models. In addition, one research course is recommended. Master of Education students wishing to undertake significant research during their regular 10 course program may choose to take AEC1183H Masters Research Seminar and AEC1191H Research Support Seminar, or AEC1405H and AEC1406H Introduction to Qualitative Research Parts I & II.

Master of Education students can also pursue study in **"Work and Career"**, an area of emphasis which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:

Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-978-0884
E-mail: kiran.mirchandani@utoronto.ca

Master of Arts

For minimum admission and degree requirements see page 24.

The MA is a research-based degree program which can be taken on a full- or part-time basis. In addition to eight half-courses, students complete a thesis based on original research. This normally requires more than one year.

Mainly, courses at the 1000 level will be taken. Four must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students are required to take one core course consisting of either AEC1100H Introduction to Adult Education or AEC1102H Community Development: Innovative Models and AEC1183H Master's Thesis Seminar. One half-course in research methods is required. A list of appropriate research courses will be maintained in the department. The master's thesis may lay the groundwork for doctoral research.

Doctor of Philosophy

For minimum admission and degree requirements see pages 27 - 28.

The PhD degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to practice. AECD offers both a regular full-time and flexible-time full-time PhD program. Flexible-time students are required to register full-time for the first four years of their program, students may request part-time registration beginning their fifth year. The regular PhD program is a full-time program.

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 full-time and flexible-time PhD students are: six half-courses, at least four of which must be from the Adult Education and Community Development Program. A minimum of four half courses must be at the doctoral/3000 level, including the Doctoral Thesis Seminar AEC3102, which students will normally take in their first or second year. Students will also normally take at least one specialized research methods course, which may be taken outside the Program with permission of the supervisor. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half course providing such background. In addition, the degree requirements include a comprehensive paper and a thesis.

NOTE: Admission to the Flexible-time PhD is specifically for working applicants who are currently involved in activities related to the proposed field of study, have a desire to develop their current career, and have the capacity to secure blocks of time to enable concentrated study.

Centres

The following research centres are based in the Department:

- **Comparative, International and Development Education Centre**
- **Transformative Learning Centre**

Through its faculty, the Department is also involved in other research centres at OISE such as:

- **Centre for Integrated Anti-Racism Studies**
- **Centre for the Study of Education and Work**
- **Centre for Women's Studies in Education**

For more detailed information about these and other OISE research centres, see pages 200 - 204 of this *Bulletin*.

The Comparative, International and Development Education Centre (CIDECE)

Program Co-Directors:

Karen Mundy, Adult Education and Counselling Psychology

Sarfaro Niyozov, Curriculum, Teaching and Learning

Location: 252 Bloor Street West, Room 7-107

Telephone: 416-978-0892

Website: www.oise.utoronto.ca/cidec

E-mail: cidec.oise@utoronto.ca

The Comparative, International and Development Education Centre (CIDECE) is a research centre that has three mandates: to promote international, interdisciplinary research at OISE; to incubate new field development projects; and to provide instructional leadership in comparative and international education.

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDECE administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

Transformative Learning Centre (TLC)

Co-Directors: Jean-Paul Restoule and Anne Goodman
Location: 252 Bloor Street West, Room 7-165
Telephone: 416-978-0785
Fax: 416-926-4749
E-mail: tlcentre.oise@utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. Transformative learning is a shift of consciousness that dramatically and permanently alters our way of being in the world. It involves experiencing a deep, structural shift in basic premises of thought, feelings, and actions – in our understanding of power relations and interlocking structures of class, race and gender, our self-locations and our relationships with other humans and the natural world, our body awareness, our visions of alternative approaches to living, and our sense of possibilities for social justice, peace and personal joy.

Transformative learning has an individual and a collective dimension, and includes both individual and social transformation. In the Transformative Learning Centre we are inspired by the notion of grounded hope. We believe that one of the best ways to predict the future is to actively create it, moving together towards our collective visions by developing viable alternatives that recognize the limitations and possibilities (especially the possibilities!) of each particular context.

Interdepartmental Research Areas

The Adult Education and Community Development faculty are also associated with the following Interdepartmental Research Areas:

Aboriginal Education

The Adult Education and Community Development program, along with the departments of Curriculum Teaching and Learning and Sociology and Equity Studies in Education, collaborate in this interdepartmental research area and in the development of Aboriginal Education studies. The Indigenous Education Network (IEN) is the OISE-wide forum for students and faculty to work together on shared research and teaching interests. The IEN and the Aboriginal Student Caucus offices are located in the department of Adult Education and Counselling Psychology. Also see page 196.

Participating AECD faculty:

Jean-Paul Restoule, Bonnie Burstow, Angela Miles, Suzanne L. Stewart

Further information is available from:

Jean-Paul Restoule
Telephone: 416-978-0806
E-mail: jeanpaul@utoronto.ca

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE-wide interdepartmental research area. See page 204 or contact Anne Goodman (anne.goodman@utoronto.ca) for more information.

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work and workplace life across a wide range of sectors and settings: public, private, business, industry, not-for-profit, and community enterprises. Relevant research is being done by all faculty in this stream, and in two large research centres, the Social Economy Centre and the Centre for the Study of Education and Work.

Women's Studies/Feminist Studies

Students and faculty in the Adult Education and Community Development Program, the Counselling Psychology Program, and the Departments of Curriculum Teaching and Learning, Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in this Interdepartmental Research Area. See page 199 or contact Angela Miles (angela.miles@utoronto.ca) for more information.

Academic Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of four half-courses – one core required course and three elective courses from among the listed offerings of the Adult Education and Community Development Program.

Specialized areas within the Certificate Adult Education Program:

1) Community Healing & Peacebuilding

Further information is available from:
<http://aecp.oise.utoronto.ca/cert/peacebuilding.html>
Contact: Anne Goodman, Director
E-mail: anne.goodman@utoronto.ca

2) Adult Education and Sustainability

Further information is available from:

<http://aecp.oise.utoronto.ca/cert/sustainability.html>

Contact: Jennifer Sumner, Director

E-mail: jennifer.sumner@utoronto.ca

Course Groupings

The Adult Education and Community Development (AECD) Program offerings include courses in the four broad areas described below. This grouping is a guide for course selection, to demonstrate the range of related learning opportunities available to all students who apply for entry into the AECD program. Students are free to select courses throughout this range of areas, as well as courses in other programs or departments.

Aboriginal/Indigenous Education

The Aboriginal/Indigenous Education area underscores the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to encompass a spectrum of experiences from the local cultural/spiritual and geographic to international relationships across the world. Courses in this area place Aboriginal/Indigenous wisdom at the centre of education initiatives by drawing from Aboriginal/Indigenous Elders, traditional teachers, oral traditionalists, artists, craftspeople, and scholars whose bodies of work contribute to Aboriginal knowing and learning. Aboriginal/Indigenous Education takes on de-colonizing methods of teaching, researching and service to the community, while centering on the concept of self-determination in working with Aboriginal communities. The courses attract educators from a variety of backgrounds whose work (teaching, research, service) may benefit or have an impact on the lives of Aboriginal/Indigenous peoples. Courses in this area contribute to the new Graduate Collaborative Program in Aboriginal Health.

Community Learning and Change

Courses in the Community Learning and Change area focus on popular education, collective action, social justice, peace, sustainability and planetary survival. They frame community learning, development and activism as a complex, multifaceted social, economic, political, cultural and spiritual endeavour. These courses bring varied perspectives including feminist, ecological, anti-colonial, anti-racist, political economy, indigenous, transformative learning and community organizing (among others) to a rich dialogical learning experience informed by critical analysis and alternative visions. They create an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches, as they undertake research and practice and contribute to knowledge. Knowledge and learning/teaching outside of the academy are honoured,

and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and internationally. Many courses in this area are also part of Graduate Collaborative Programs in Community Development, Environmental Studies, Comparative and International Development Education, and Women and Gender Studies.

Global and Comparative Education

The AECD program has a long and rich history of engagement in international adult education and international participatory action research, and in the comparative study of adult literacy and community development around the world. Courses in the Global and Comparative Education area will be of interest to students from Canada and abroad who wish to understand issues of adult learning, community development, social movement organizing, and participatory approaches to citizenship learning and participation in other countries and cultures and internationally. Courses in this area include applied courses in international program management, participatory citizenships, and on other dimensions of adult, organizational and community learning with a comparative or international focus.

Workplace Learning and Change

Courses in the Workplace Learning and Change area attract educators and other practitioners and researchers from private, public and not-for-profit sectors including labour unions and cooperatives. They engage students in two broad themes: a transformative analysis of the workplace and an examination of alternative approaches to workplace design.

The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the changing meanings of work; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment. The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production. This focus subsumes a broad interpretation of the workplace, including the home and community, and non-formal as well as formal workplace arrangements.

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. **Not all of the courses listed are offered in any given year.**

AEC1100H Introduction to Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include either AEC1100H or AEC1102H in their program of study.

S. Mojab, A. Goodman, J. Sumner or Staff

AEC1101H Program Planning in Adult Education

This course introduces students to basic principles and processes of program planning, and how they apply to adult educational contexts. Relevant literatures and cases will be examined to illustrate different approaches to planning with particular emphasis on non-profit, public sector and community settings.

Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.

J. Quarter

AEC1103H Introduction to Research Methods in Adult Education [RM]

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."

J.G. Knowles or Staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.

A.R. Miles

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.

M.E. Laiken

AEC1108H Adult Learning

Through engagement in various forms of creative reflexive inquiry, readings and discussion this course presents opportunities for in-depth exploration of principles that underpin the learning processes and contexts of adults. Constructed around principles of adult learning, the course is inquiry intensive and fosters forms of expression other than conventional academic prose (e.g., narrative, verse, poetry, music, dance, visual images).

J. G. Knowles or Staff

AEC1110H Approaches to Teaching Adults

A theoretical and experiential study of strategies for teaching adults, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal institutional and societal variables that shape teaching/Learning environments, examine the factors that promote or hinder success, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

Staff

AEC1113H Gender and Race at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than

demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to “do gender” in organizational settings.

K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

S. Mojab, K.Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1119H Creating a Learning Organization

Peter Senge’s concept of the Learning Organization has now been embedded in organizational thinking since 1990. Many organizations have struggled to create learning cultures with varying degrees of success and much has been discovered about the factors that contribute to or inhibit this success. In this course, we will look at the Learning Organization as Senge and others have conceived it through the lens of productive conversation. The course will employ a variety of learning strategies including student presentations, theory bursts and organizational simulation. As part of our process, we will examine our own ability to create a learning organization within the class and the impact that our conversations have on the quality of our own learning.

Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

Practicum in Adult Education and Community Development (Pass/Fail) This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.) within local, regional, national or international contexts. Suitable projects may include field-based work or internships which leads to the development of an associated research project, reflective paper, or the development of a curriculum or programme. Weekly discussions will normally be arranged which will provide for support, feedback and reflection.

Staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC1132H Special Topics in Women in Development and Community Transformation (Master’s Level)

This half course will be taught by the current Dame Nita Barrow Distinguished Visitor at OISE/UT, an eminent feminist leader from the global economic south. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a ‘majority world’ perspective. Information about current and past Visitors is available on the web at: www.oise.utoronto.ca/cwse

Angela Miles, Staff

AEC1135H Practicum in Action Research for Organizational Change (Pass/Fail) [RM]

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students’ practicum projects. Detailed guidelines are available from the department.

NOTE: This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required once a practicum placement has been arranged by the student. Please contact the Instructor for guidelines on arranging the practicum placement.

Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator’s work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one’s own perspective as a practising or aspiring organization consultant and provides a good introduction for those new to the field.

Staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.

A.R. Miles or Staff

AEC1145H Participatory Research in the Community and the Workplace [RM]

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.

R. Ng or Staff

AEC1146H Women, War, and Learning

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. The theoretical approach in this course is anti-racist and anti-imperialist feminism.

S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".

K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines and Form are available from the website: http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_ReqIndReadRsSch.pdf This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

Staff

AEC1156H Power and Difference in Teams and Small Groups

Drawing on recent feminist and anti-racist scholarship, this course will analyze ways in which power and difference are enacted in contemporary workplaces. Students will explore how individual workers navigate the hierarchies they encounter in their workplaces as well as strategies of decolonization which challenge systemic forms of exclusion. The course will include case studies of migrant workers, foreign trained professionals, progressive managers, and workplace educators.

S. Mojab or Staff

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.

Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

J.G.Knowles, or Staff

AEC1171H Foundations of Aboriginal Education in Canada

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components

of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

Staff

AECI173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

Staff

AECI178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J.G. Knowles

AECI180H Aboriginal World Views: Implications for Education

This course provide a deeper understanding of Aboriginal worldviews and an appreciation of how this knowledge can enhance teaching, learning and research. Learners will examine philosophical views shared by Aboriginal people while honoring a diversity of identities, culture, language, and geographic locations. Course content may include Aboriginal cognitive styles, values and ethics, traditional teachings and indigenous methodologies. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators and researchers.

J. Restoule

AECI181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it

may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

R. Ng or Staff

AECI182H Nonprofits, Co-operatives and the Social Economy

This course discusses critical issues facing nonprofits, co-operatives, and the social economy, which is a bridging concept for organizations pursuing a social purpose. The course examines the differing organizational forms and accountability structures and the challenges faced by these organizations. Issues to be considered are: volunteering and how it can be valued; social enterprises and their increasing prominence in an age of government retrenchment; community economic development in low-income communities; and civil society organizations and their functions in encouraging social engagement and challenging social norms. The course views the social economy in relation to the government and business sectors, and attempts to understand the multiple roles of organizations in the social economy as they interact with the rest of society. The course materials include innovative case studies and adult education materials.

Staff

AECI183H Master's Research Seminar

This seminar is designed to support master's students in the process of writing a thesis or a substantial research paper. Issues to be discussed will include: choosing a topic, writing a proposal, developing an argument, selecting a supervisor, and organizing the writing process. The class will be participatory, and weekly readings will be assigned on the various parts of the thesis-writing journey. Class members will also receive instruction on effective library research techniques. In addition, students will have the opportunity to read completed theses and proposals. The course is required for all MA students. Full time MA students are encouraged to take this course at the start of their program. Part-time MA students should ideally take this course when they are ready to start working on their thesis proposals. The course is also open to MEd Students who are interested in gaining research experience by writing a substantial research paper equivalent to a thesis.

K. Mirchandani

AECI184H Aboriginal Knowledge: Implications for Education

This course will explore Indigenous ways of knowing and knowledge systems and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, decolonizing methodologies, ethics and politics of researching and teaching in Aboriginal communities, indigenous knowledge in the

academy, intellectual property rights, curriculum development and innovations in Aboriginal education. Traditional teachings from respected Elders may be incorporated into learning. For learners with a research focus, this course enables inquiry into the production of knowledge, from both western and indigenous perspectives. For those interested in education implications, the course provides a footing in the workings and characteristics of indigenous knowing which will aid their pedagogical practices in Aboriginal and non-Aboriginal contexts.

J. Restoule

AEC1185H Leadership in Organizations: Changing Perspectives

This course provides you with opportunities to examine current principles, practices, trends and issues related to organizational leadership, and apply these concepts to your own professional practice. You will explore leadership styles, practices, tasks and models, and are encouraged to reflect on and analyze your own leadership experiences in light of theories examined.

Staff

AEC1186H Perspectives On Organizational Change

Perspectives on Organizational Change” explores concepts, practices and processes in organizations, with specific emphasis on the challenges and strategies for addressing the human aspects of change. The course combines an experimental approach and critical analysis to examine issues in organizational change. Students will gain understanding of theories, practices and the importance of Human Resources Development, Human Resources Management and Labour Relations principles in planning and implementing effective organizational change.

Staff

AEC1187H Alternative Ways of Researching Aging, Illness and Health [RM]

This course is intended to be useful to both practitioners and researchers working in the field of age studies and health. The course will focus on the interrogation and destigmatization of conventional constructs of age and aging, illness and health through an exploration of alternative methodologies. Students will engage with and explore a variety of arts-informed research methods, for example multimedia, installation art, photography, performance, and narrative. Coursework is intended to assist students to initiate or advance a research project using alternative methodologies in age studies or health.

Staff

AEC1188H Understanding Research Traditions [RM]

This seminar provides an introductory overview of different traditions of social research relevant to adult education. It explores and compares the varied types of research questions asked and answered by different paradigms, their different founding assumptions, the tools and techniques of data collection typically used, and differing approaches to analysis and formulation of conclusions. It will explain the use and varied meanings of such familiar research terms as objectivity and subjectivity, hypotheses and other ways to formulate

research questions, sampling and other methods of participant selection, assumptions and biases, and varying approaches to concepts of ‘evidence,’ ‘validity,’ ‘reliability’ and ‘generalisability.’ The course includes guest appearances by experts and advocates for the major traditions explored. It will assist students who want to be more informed readers and users of research.

Staff

AEC1189H Workplace Literacies: Theory, policy and practice

This course examines current issues and recent directions in Workplace Literacy in theory, policy and practice. It focuses in particular on understanding ‘literacies’ as multiple ways of making meaning and on ‘social practice’ approaches to exploring how the meanings of literacy are embedded in local settings. These understandings have become familiar over two decades in studies of literacy/cies in schooling, community and family settings, but have been slow to be applied in the context of workplace-based language and literacy education. This course explores the growing interest and debates over the implications of this approach for various groups of employees, employers and workplace educators. Readings for the course include Canadian and international critical literature on workplace change, changing theories of literacy, ethnographic case studies of literacies in working life, and strategies for workplace language and literacy education.

Staff

AEC1190H Community Healing and Peacebuilding

This course will examine issues faced by individuals, groups and communities trapped in ongoing cycles of violence due to historic and current traumas, and systemic injustice. The course will focus on healing and peacebuilding initiatives at the community level and will draw on diverse cultural traditions. The course will acquaint students with current theoretical concepts of community healing and peacebuilding. Participants will also develop skills, values and attitudes that will enable them to work towards healing, reconciliation, and comprehensive, viable peace. The notion of praxis is key, and students will be given the opportunity to reflect on their own practice. InterChange: International Institute for Community-Based Peacebuilding, of which the course instructor is a founder and director, will provide a useful framework for inquiry, as well as opportunities for student exchanges, research projects and practicums.

Anne Goodman

AEC1191H Master’s Research Support Seminar

The course will help students choose a topic, organize their course selection to contribute maximally to their research interest, develop an argument, find faculty, who are experts in their field of interest, complete their ethics review, conduct and report on their research. All students must take a least one Research Methods Course during or before this course. Permission of the instructor is required for students who have not taken AEC1183.

Angela Miles

AEC1192H Adult Literacies in Social Justice Perspective

Governments, business and the media commonly point to Literacy as a solution to social and economic exclusion. In this story, people can overcome exclusion by becoming more Literate, that is, by acquiring the standardized, dominant language and literacy practices used in schools, government and the media. But recent international theories of adult literacy point in another direction, emphasizing the social, economic and creative importance of the multiple ‘literacies’ people use every day to sustain their lives and communities. Drawing on these theories, variously known as social practice theories, socio-cultural theories, or “The New Literacy Studies”, this course explores how people actually use written texts, where, and with whom, and the implications of multiple literacies for building more inclusive communities.

Staff

AEC1193H Adult Education for Sustainability

This course will introduce students to the emerging field of adult education for sustainability. As a form of critical pedagogy, it concentrates on the interface between the education of adults and the question of sustainability. The task of adult education for sustainability involves helping us to learn our way out of unsustainable modes of thinking, feeling and acting about ourselves, our communities and the wider world, and to learn our way in to more sustainable ways of life. This course will cover issues associated with adult education for sustainability, such as globalization, sustainable development, community, environmental integrity, social justice, gender, energy and ecological literacy. It will also examine the role of adult education in exploring alternative models to our current unsustainable direction.

Jennifer Sumner

AEC1194H The Internet, Adult Education and Community Development

Drawing from a number of disciplinary perspectives, including education, sociology, social psychology and communication studies, this course provides an opportunity to interrogate the potential relationship of the Internet to adult education and community development. The main objectives of this course are: to engage participants in an examination of the potential influence of the Internet on key adult education praxis areas such as community development, literacy and nonprofit organizations; to provide participants with a critical framework for analyzing Internet mediated environments; and to explore Internet resources that may be used in conjunction with traditional community development and adult education practice. The course is conducted using a seminar format where discussion is informed by weekly readings. The course also makes use of the Education Commons’ computer labs, so that students can become familiar with emerging technology and applications.

Sherida Ryan

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education

Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

AEC1405H Introduction to Qualitative Research (Part I) [RM]

This course articulates various theoretic grounding for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.

B. Burstow or Staff

AEC1406H Introduction to Qualitative Research (Part II) [RM]

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.

Prerequisite: AEC1405H

B. Burstow

AEC1407H Narrative as a Vehicle for Personal Change

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an indepth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.

Staff

AEC1408H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with impris-

onment, trauma associated with psychiatric intervention, and second generation trauma (e.g., children of Holocaust survivors). The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout.

While the primary emphasis is on practitioners as counsellors, other roles are also considered, including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism.

NOTE: Permission of Instructor is required to enrol. Failure to contact instructor by email bburstow@oise.utoronto.ca may result in not being able to take the course.

B. Burstow

AEC1409H Creative Empowerment Work with the Disenfranchised

This course will be of interest to a wide range of practitioners, including: activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activists. The specific populations focused on are: psychiatric survivors, people who are homeless, people who have been imprisoned, people who use illicit drugs, undocumented people, and sex trade workers. Learners will gain knowledge of the ABC's of strategic activism, with particular emphasis on how to modify strategy to fit the populations and movements in question. An accompanying emphasis is use of the arts in resistance work with these populations. Examples of art forms drawn on include: theatre (including theatre of the oppressed), puppetry, and video-making. Popular education is integrated. Perspectives include: feminism, anti-racism, Marxism, transformative justice, antipsychiatry, labeling theory, anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations.

B. Burstow

AEC3102H Doctoral Thesis Seminar (Pass/Fail)

This seminar is designed for first or second year doctoral students. It will explore key elements of the doctoral studies journey: crafting a researchable topic, developing a thesis proposal, choosing a committee, planning for comprehensives, fostering effective writing strategies, planning for publication. Required activities will include one final piece of writing related to proposal development.

Staff

AEC3103H Teaching about Global and Social Issues

This course deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that

embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching perspectives dealing with the thematic issues of the course.

Suggested background: Courses AEC1146, AEC1160, AEC3104.

Staff

AEC3104H Adult Education and Marxism

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

S. Mojab or Staff

AEC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines the potential and limitations of public policy in areas such as, but not limited to, education, health, social and legal services, housing, and anti-racism.

S. Mojab

AEC3119H Global Perspectives on Feminist Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's theory and practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by activists in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.

A.R. Miles or Staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.

A. Goodman

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a 'majority world' perspective.

A.R. Miles and Staff

AEC3133H Special Topics in Aboriginal Community Learning: Current Issues and Practices

This half course will be taught once a year by a visiting Aboriginal Elder, traditional teacher or community leader. Each visitor will call on his or her particular area of interest and experience to develop a course dealing with current issues of Aboriginal community development, learning and transformation.

NOTE: Course descriptions will change year to year based on the expertise and experience of the instructor.

J. Restoule and Staff

AEC3138H Critical Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.

Staff

AEC3140H Post-Colonial Relations and Transformative Education

This doctoral seminar is designed to familiarize the participants with the foundational texts in postcolonial study and their theoretical implications for transformative education as it applies to the workplace and the community. It is divided into two sections. Section one involves reading the major texts relevant to post-colonial relations. Section two looks at the implications of post-colonial theories for learning and change in workplaces and in communities. This involves understanding how inequalities based on gender, race, class, ability, sexuality, etc., are produced and sustained, as well as how they can be addressed and overcome.

R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines and forms are available from the website: www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_ReqIndReadRsch.pdf. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

Staff

AEC3153H Individual Reading and Research in Women in Development and Community Transformation: Doctoral Level

Specialized exploration, under the direction of a faculty member and the holder of the Dame Nita Barrow Distinguished Visitorship in areas of the Visitor's specialized knowledge and experience. These distinguished visitor's are eminent feminist leaders from the global and economic south with varying areas of expertise. Information about the specializations of current and past Visitors is available on the web at: <http://www.oise.utoronto.ca/cwse/>. For more information contact A.R. Miles.

A. R. Miles, Co-ordinator & Dame Nita Barrow Visitor, Director

AEC3170H Perspectives on Qualitative Research: Part I [RM]

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research. For doctoral students only.

J. G. Knowles

AEC3171H Perspectives on Qualitative Research: Part II [RM]

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.

Prerequisite: AEC3170H

J. G. Knowles

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.

Prerequisite: AEC1173 or permission of instructor.

Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopoetry, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.

J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research [RM]

This course is intended for thesis students or those interested in using processes or representational forms of the arts in a major research project. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.

J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the "knowledge economy". We will explore the nature of the knowledge economy, the position of knowledge workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge and work.

K. Mirchandani

AEC3180H Global Governance and Educational Change: The Politics of International Cooperation in Education

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnational advocacy and NGO networks in education.

Prerequisite: CIE1001H

K. Mundy

AEC3181H Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, ableism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interests. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, anti-colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.

A. Miles

AEC3182H Citizenship Learning and Participatory Democracy

This seminar focuses on the connections between lifelong citizenship learning and participatory democracy. We start by analyzing theoretical debates on citizenship, democracy, governance, and political participation, and the implications of these theories for the study and the practice of citizenship education, on the one hand, and of participatory democracy, on the other. Next, we review key prior research findings on citizenship learning (in formal, nonformal and informal settings), and will examine different models of citizenship education, looking at their purposes, methods, contents and impact. With this background, we identify and interpret our own experiences of lifelong and lifewide civic and political learning. In the second part of the course, we concentrate on the pedagogical dimensions of experimental designs of participatory democracy, with a focus on participatory budgeting. We analyze selected Canadian and international case studies of participatory budgeting, and discuss new experiments like

legislative theatre and children's participatory budgeting. Throughout the course, the study of lifelong learning and democratic citizenship is related to discussions about the state, the market and civil society, global-local dynamics, inequalities, power, social reproduction and social change. The course includes a variety of formats (class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings).

Staff

AEC3183H Mapping Social and Organizational Relations in Education [RM]

This course teaches institutional ethnography (IE), a powerful method of social analysis for marginalized people in our society developed by feminist sociologist, Dorothy E. Smith, Professor Emerita at OISE/UT. IE begins with people's everyday experiences, and provides a way of exploring how ruling relations shape their experiences and practices. The course begins with the epistemology and theoretical traditions that inform IE, discusses IE's core concepts and procedures, examines the major tools associated with IE, and provides opportunities for practice. Explorations will include, but will not be limited to, textual analysis; the overlapping relations of gender, race, class and other axes of difference in organizations; and the enactment of power in international development contexts.

Prerequisite: At least one research methods course at the masters level, or by instructor's permission.

R. Ng

CIE1001H Introduction to Comparative, International and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.

NOTE: CIDE students only or by permission of instructor.

K. Mundy, V. Masemann & Staff

CIE1002H Practicum in Comparative, International and Development Education

Supervised experience in an organizational setting related to comparative, international, and development education, under the direction of a CIDE faculty and a professional mentor. The practicum will include not fewer than 40 hours of field placement over a period of one semester. There will be three assignments: 1) Development of a proposal that includes main learning goals, identification of a field site, and selection of a field based mentor; 2) Completion of the practicum itself (40 hours of on-sight work); 3) A final "portfolio" assignment that should include some combination of a short reflection paper on knowledge gained during the practicum, and evidence of any work completed during the

practicum itself. The practicum is intended to provide students with practical experience and an opportunity to apply skills and knowledge gained from participation in the Comparative, International and Development Education Collaborative program. Arrangements for the practicum placement and selection of a CIDE supervisor are the responsibility of the individual student. The course will be open to students who have completed the core CIDE course, CIE 1001, and at least one other CIDE course.

NOTE: Students who have previously taken CTL6797 are prohibited from taking this course.

K. Mundy, V. Masemann, Staff

WPLI131H Workplace Learning and Social Change - Masters

This course will introduce students to work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this course. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the course allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and social policy phenomenon. Finally, a third objective of the course is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. The course will also provide students with exposure to the various faculty members involved with the Collaborative Program in Workplace Learning and Social Change. Weekly seminars will be held.

Kiran Mirchandani

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

TPS1820H Special Topics in Higher Education: Master's Level

Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Counselling Psychology Program aims to provide knowledge of a) psychological practice and counselling services required by community agencies and educational institutions and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization:

- ◆ Counselling Psychology for Psychology Specialists (MA, PhD)
- ◆ Counselling Psychology for Community and Educational Settings (MEd, EdD)
- ◆ Guidance and Counselling (MEd)

Applicants should consider each field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called *Guidelines for the Counselling Psychology Program*. The guidelines are available online at: <http://aecp.oise.utoronto.ca/cp/students/index.html>

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy.oise@utoronto.ca

For information about registration, contact:

Taleah Clarke, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: taleah.clarke@utoronto.ca

Academic Information

For specific program information see our website at:

<http://aecp.oise.utoronto.ca/cp/index.html>

OR

E-mail: cpinfo.oise@utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the descriptions of the degrees. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 22 - 29, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of an appropriate bachelor's degree with standing equivalent to a **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. It is each student's responsibility to insure that their educational background meets the requirements of the College of Psychologists of Ontario. For further information contact the College of Psychologists of Ontario <www.cpo.on.ca> directly.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
 College of Psychologists of Ontario
 110 Eglinton Avenue West, Suite 500
 Toronto, Ontario M4R 1A3
 Telephone: 416-961-8817
 Telephone: 1-800-459-8388
 E-mail: cycarrow@cpo.on.ca
 Website: www.cpo.on.ca/

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College of Psychologists of Ontario regarding independent practice by any psychology student for a fee:

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The MA is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners, the degree leads to registration with the College of Psychologists of Ontario as a psychological associate. It also satisfies the requirements for students who plan to apply to the PhD in Counselling Psychology for Psychology Specialists.

The MA can be taken on a full-time or part-time basis. However, students in the part-time program will be required to complete one year of full-time study to fulfill their degree requirements.

NOTE: Admission to the MA does not guarantee admission to the PhD. Students must apply separately for PhD admission. Completion of the degrees do not guarantee registration by the College, it is each student's responsibility to insure that their educational background meets the requirements of the College of Psychologists of Ontario.

Admission Requirements

Admission is limited to applicants who have a bachelor's degree in psychology or any bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in

research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to an **A- or better**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour (i.e., brain and behaviour, neuropsychology, physiological psychology), the cognitive/affective bases of behaviour (i.e., cognition, psychology of emotions, motivation, language, perception and learning), social bases of behaviour (i.e., social psychology), and individual behaviour (i.e., personality, abnormal psychology, developmental psychology). It is strongly advised that students complete an undergraduate thesis in psychology, as well as a history of psychology course prior to application for this degree.

Degree Requirements

The MA in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis must be supervised by a faculty member in Counselling Psychology. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program," available online at:

<http://aecp.oise.utoronto.ca/cp/students/index.html>

Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement typically completed in the second year of study. Students planning a practicum should consult the Internship Coordinator in the fall term of their first year of study prior to taking the course AEC1203Y Practicum in Counselling. Practicum handbook and placement options can be found on our placement website:

<http://aecp.oise.utoronto.ca/cp/practicum/index.html>

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program of study in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all degree requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. The degree program prepares graduates to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies

offering psychological services, and in university or college counselling centres. The program of study must be taken on a full-time basis and progress in the program will be reviewed annually.

The Counselling Psychology program offers both full-time and flexible-time PhD. The full-time PhD students must complete their degree within six years; and eight year for the flexible-time PhD.

NOTE: The PhD degree leads to registration with the College of Psychologists of Ontario as a psychological associate. However, completion of the degree does not guarantee registration by the College, it is each student's responsibility to insure that their educational background meets the requirements of the College of Psychologists of Ontario.

Admission Requirements

The PhD in Counselling Psychology requires the following:

- a) A bachelor's degree in psychology or any bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to an **A- or better**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour (i.e., brain and behaviour, neuropsychology, physiological psychology), the cognitive/affective bases of behaviour (i.e., cognition, psychology of emotions, motivation, language, perception and learning), social bases of behaviour (i.e., social psychology), and individual behaviour (i.e., personality, abnormal psychology, developmental psychology). It is strongly advised that students complete an undergraduate thesis in psychology, as well as a history of psychology course prior to application for this degree.
- b) An MA degree, with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, or Clinical Psychology, with standing equivalent to an **A- or better**. Candidates for the PhD degree are responsible for ensuring that their degree program contains equivalent coursework and practicum hours and supervision as is required for the MA in Counselling Psychology for Psychology Specialists. The completion of a research-based master's thesis is strongly encouraged.
- c) Flexible-time is specifically for working professionals, applicants must be currently involved in a career related to the proposed field of study, have a desire to develop their current career, and have the capacity to secure blocks of time to enable concentrated study.

Degree Requirements

The PhD program requirements are a minimum of 10 half courses (including the practicum course AEC3217Y and internship course AEC3268Y), a comprehensive examination and a doctoral dissertation. Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program," available online at:

<http://aecp.oise.utoronto.ca/cp/students/index.html>

Faculty advisors are available to assist in the process of course selection, program planning, and the identification of an appropriate dissertation supervisor. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- ◆ counselling and psychotherapy
- ◆ psychological measurement and statistics
- ◆ advanced research methods
- ◆ history and systems
- ◆ ethics and professional issues

The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently accredited by the Canadian Psychological Association.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y) typically completed in the second year of study. Students may also choose to complete an additional practicum after consultation with the Internship Coordinator. Students planning a practicum should contact the Coordinator in the fall term of their first year of study. Practicum handbook and placement options can be found on our placement website:

<http://aecp.oise.utoronto.ca/cp/practicum/index.html>

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- ◆ the biological bases of behaviour
- ◆ the social bases of behaviour
- ◆ the cognitive/affective bases of behaviour
- ◆ individual differences

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- ◆ counselling and psychotherapy
- ◆ assessment
- ◆ statistics and research design
- ◆ psychometrics
- ◆ ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at <www.ccacc.ca>.

Admission Requirements

- a) an appropriate bachelor's degree (from any area) or its equivalent, completed with standing of **B+ or better**.
- b) at least one year of relevant clinical or counselling experience.

Degree Requirements

The MEd in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling techniques and theory, group theory, ethics, critical multicultural counselling, career counselling and a practicum typically completed in the second year of study or later for part-time students. Students planning a practicum

should consult the Internship Coordinator in the fall term of the year of study prior to taking the course AEC1203Y Practicum in Counselling. Practicum handbook and placement options can be found on our placement website: <http://aecp.oise.utoronto.ca/cp/practicum/index.html>

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational or community setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 22 - 29, the EdD in Counselling Psychology requires the following:

- a) an appropriate bachelor's degree (from any area) or its equivalent, completed with standing of **B+ or better**.
- b) the applicant must hold an MA or MEd degree in Counselling Psychology, or its equivalent, with standing equivalent to a **B+ or better**.
- c) the applicant must have had successful professional experience as a counsellor in an educational setting or in a related position.
- d) applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

The EdD program requirements are nine half courses (including practicum AEC3217Y and internship AEC3270H), and a doctoral dissertation. Six of the nine courses taken must be within Counselling Psychology. Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y) typically completed in the second year of study or later for part-time students. Students may also choose to complete an additional practicum after consultation with the Internship Coordinator. In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students planning a practicum or internship should consult the Internship Coordinator in the fall term of the year of study prior to taking the course. Placement options can be found on our website:

<http://aecp.oise.utoronto.ca/cp/practicum/index.html>

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at www.ccacc.ca. Students completing this MEd degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, should apply for an MEd in Counselling Psychology for Community and Educational Settings.

Admission Requirements

- an appropriate bachelor's degree or its equivalent, from any area, with standing of **mid-B or better**
- teacher certification

Degree Requirements

Candidates may pursue the MEd degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the eight half-courses required in Counselling Psychology, every program of study must include critical multicultural, counselling theory and techniques, ethics, and group theory, educational and psychological testing, career counselling and a practicum experience typically completed in the second year of study or later for part-time students. Students planning a practicum should consult the Internship Coordinator in the fall term of the year of study prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an MEd degree should apply to the EdD in Community and Educational Settings (see page 63).

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:

- ◆ CBT Case Conceptualization
- ◆ Cognitive Interventions
- ◆ Behavioral Change Interventions

The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

For further information contact:

Nina Josefowitz
E-mail: n.josefowitz@utoronto.ca

OR

Edythe Nerlich
E-mail: enerlich@hincksdellcrest.org

OR

visit the Website at www.hincksdellcrest.org/gai-cit/index.html

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year. Some Counselling Psychology courses are offered in alternate years. Students should consult the program guidelines and their faculty advisor about course offerings and their program of study.

AEC1201H Personality Theories

Current theories and research on personality are reviewed from several perspectives, including psychoanalytic, interpersonal, humanistic, trait, psychobiological, operant, and social cognitive. Topics include personality development and consistency, personality change, conscious and unconscious functioning, aggression, learned helplessness, personality disorders, sex and gender issues, and cross-cultural personality theories. Major theoretical approaches to personality within the context of clinical counseling psychology. This will include philosophical assumptions, key concepts, the process of change, and applications. Designed for those interested in personality development, change, and treatment issues. Specific content relevant to diverse socio-cultural contexts has been included. Upon completion of this course students will be able to: Understand the development of various Western psychology personality theories; understand the issues relevant to personality theory and development in culturally diverse contexts; and articulate a critical understanding of one of the major theories presented in class.

Suzanne L. Stewart

AEC1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.

Staff

AEC1203Y Practicum I: Interventions in Counselling Psychology

This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, MEd students in Counselling are required to be in attendance one full day per week at their practicum settings. Some students may spend two full days in their practicum setting. MA students are required to be in attendance at least 2 full days per week at their practicum settings. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by March 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

NOTE: Part-time students must be available one full week-day per week to fulfill the practicum requirement.

NOTE: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.

L. Stermac, J.E. Watson, J. Silver and Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.

J.R. Gillis

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.

Prerequisite and/or co-requisite: AEC1202 and AEC1203Y
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues. Open to Counselling Psychology students only.

M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Couples Counselling

This course will examine one of several contemporary models of psychotherapy for family and couples counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.

Prerequisite: Permission of instructor.
Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to basics of theory and practice of three brief counselling models: Cognitive Therapy, Behaviour Therapy, and Solution Focused Brief Therapy via discussions on the required readings, instructor demonstration of specific techniques, class role plays, regular practice of techniques with classmates, and analysis and critique of DVDs of expert clinicians. Students

will learn how to do a suicide risk assessment and will develop a solid understanding of the principles of crisis intervention. Related ethical and professional practice issues will be addressed. Students will learn to compare and contrast these three brief counselling models and how and when to integrate crisis intervention in their work.

Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.

Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.

K. Jasper or Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.

Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Staff

AEC1263H Seminar in Research Methods for MA students [RM]

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. **NOTE:** Limited to Counselling Psychology for Psychology Specialists students.

Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.

C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for MEd students. **Prerequisite:** AEC1202H, AEC1203Y, and permission of instructor.

Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling. This course is limited to students in a UofT graduate degree program. Others by permission of instructor.

C. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This course has both an assessment and intervention focus. Students will learn how to complement their existing assessment skills by accessing clients' images. Students will also learn how to work with images as they spontaneously occur in therapy. In addition specific interventions that are based on imagery will be examined. These include various forms of relaxation, desensitization, stress inoculation, and imaginal exposure. The class is a combination of didactic material, role plays and experiential exercises. The application to different client groups will be discussed.

N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.

Staff

AEC1289H Community Mental Health: Theory Research and Practice

This course will examine community-based approaches to mental health. We will discuss a range of mental health issues from a community perspective including the unique approaches involved when working with disadvantaged groups, people of various cultural and socioeconomic backgrounds, as well as ages, gender and sexual orientation. A critical perspective will be used to examine the extent to which current theory and research in the area of Community Psychology are useful in understanding a wide range of successful programs including health centres, shelters, and schools and how primary prevention can be used effectively.

M. Schneider

AEC1290H Indigenous Healing in Counselling & Psychoeducation

This course seeks to define, redefine and locate Indigenous and traditional healing in the context of Euro-North American counseling and psychotherapy. In particular, the course will examine cultural and traditional healing within the broader economic, social and political practices of mental health care and in Canada. While the focus is in counseling psychology and psychoeducation (pedagogy), it also provides a critical site to highlight challenges and transformations within health care, thus the course will draw attention to the use of traditional healing in mental health care and counselor education. Explorations of the currents issues and debates concerned with the contemporary practices of Indigenous healing will be a key features of the course, for example, cultural respect and appropriation, ethics and confidentiality, competence of Indigenous healers and their qualifications and training. Through an in-depth analysis of international Indigenous helping and healing practices, with particular focus on Canadian Indigenous perspectives, the course will undertake to raise questions regarding the theory, practice, and research of Indigenous mental health and healing in psychology and education. As part of the exploration of Indigenous healers and healing, the course will also focus on how peoples from non-dominant cultures construct illness perceptions and the kinds of treatments they expect to use to solve mental health problems through individual and community psychology interventions. In this respect the course is also intended to contribute to community development and community health promotion.

S.L. Stewart

AEC1291H Addictive Behaviors: Approaches to Assessment and Intervention

This course will explore the role of the counsellor/counselling psychologist in the field of addictive behaviours. Through lectures, interactive discussions, video demonstrations, group presentations, and experiential exercises, students will become familiar with various theoretical models of addiction, approaches to assessment, and common intervention methods and techniques. Several intervention approaches will be examined, including behavioural, cognitive-behavioural and motivational interventions, relapse prevention, and self-help approaches. Although the primary emphasis will be on substance use issues, other addictive behaviours will be covered (e.g., gambling).

Abby Goldstein

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.

N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework of emotional processing. An in-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.

J. E. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.

Prerequisite: AEC3215H

Jeanne Watson, Staff

AEC3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research. PhD and EdD students in Counselling Psychology are required to complete a 500 hour practicum field placement in conjunction with this course. All students must arrange their practica in consultation with the Department's Coordinator of Internships and Counselling Services.

Continuing students should plan to contact the Coordinator by March 15 (preferably earlier) and new students as soon as they have been notified of their acceptance to the program.

N. Piran

AEC3218H Research Seminar in Counselling [RM]

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

NOTE: Open to Counselling Psychology students only.

L. Stermac

AEC3224H Individual Cognitive and Personality Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults.

NOTE: Limited to Counselling Psychology for Psychology Specialists students.

Staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.

Prerequisites: AEC3224H and 3258H (Stermac's)

NOTE: Limited to Counselling Psychology for Psychology Specialists Doctoral students.

J.R. Gillis or Staff

AEC3234Y Research Seminar in Multicultural Studies [RM]

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.

R. Moodley

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.

Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.

NOTE: For PhD students in Counselling Psychology only.

L. Stermac

AEC3267H Training for Counsellor Supervision

This course is designed to increase students' theoretical knowledge, conceptual understanding and competencies in clinical supervision. In addition to class work, students will act as trainee supervisors with Counselling Psychology faculty who are teaching the Master's Practicum Course AEC1203Y or with psychologists in the field who are acting as Internship Supervisors in one of our field settings. Students will have the opportunity to discuss research and theoretical issues, develop practical skills relevant to supervision, develop a personal supervision approach, and understand the professional supervisory role and the ethical issues pertaining to supervision.

NOTE: For doctoral students in Counselling Psychology only.

J. Silver

AEC3268Y PhD Internship

This course requires the completion of at least 2000 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case

conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such as gender identity or disability). Students are expected to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA), or equivalent.

NOTE: For PhD students in Counselling Psychology only.

J. Silver

AEC3269H Research Seminar in Critical Multicultural Counselling and Psychotherapy (Doctoral Level)

This course will familiarise doctoral students with current issues and debates concerning the theory and practice of counselling and psychotherapy in a multicultural society. The course seeks to define, redefine and locate multicultural counselling and psychotherapy research within the broader economic, social and political contexts of health care provision and practices (particularly in Canada). Through a post-colonial critique of psychiatry, clinical and counselling psychology, psychoanalysis, psychotherapy and counselling, the course attempts to raise questions regarding the theory, practice and research with ethnic minority clients. The course also offers a critical examination of the concepts of multicultural, multiethnic, cross-cultural, inter-cultural and other nomenclatures, particularly assessing the epistemological and ontological histories and complexities in relation to psychological frames of thinking and feeling. Particular emphasis will be given to understanding the relationship of qualitative and quantitative research in this field. The course will also respond to significant developments within the wider context of 'discourses of the other', for example, feminist research methods, research and class, disability and sexual orientation will form part of the discussion in seminars. The course is appropriate for students considering a dissertation proposal in multicultural counselling and psychotherapy. A weekly seminar will focus on research methods and methodologies, the design and structure of the research, sampling procedures, ethical issues, empirical constraints and production of new knowledge/s. Students will review, analyse and redesign representative studies in multicultural counselling literature which will eventually lead to a doctoral thesis proposal.

Roy Moodley

AEC3270H EdD Internship

All students completing an EdD in Counselling Psychology for Community Settings will be required to complete the doctoral internship course. This course requires the completion of at least 500 hours of internship under the supervision of an experienced psychotherapist or counsellor approved by the Counselling Psychology Internship Coordinator. EdD students in the Counselling Program have been completing this 500-hour internship requirement since the inception of this program. We wish to ensure that the completion of this requirement appears on the student's transcript as a completed course requirement. Students will register in the course once the placement has been arranged and approved by the course instructor. The internship may be accomplished on either a full-time or part-time basis. The internships may be served in a variety of settings and will normally involve case conceptualisation, treatment planning, counselling interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of diversity issues, such as a gender identity or disability).

J. Silver

AEC3271H Additional Doctoral Practicum

This optional practicum course is an additional practicum course that is available to Counselling Psychology (CP) program students at the PhD or EdD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. PhD students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Similarly EdD students may register in this course any time that they commence a field placement experience under the supervision of an appropriately trained professional psychotherapist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment:

- 1) There is a signed agreement between the supervisor and the student with regard to the new skills that the student will acquire.
- 2) For each registration, the student must remain in the placement for a minimum of 100 hours to ensure that the supervisor has had ample time to observe and evaluate.
- 3) The total of clinical hours accrued in each registration in this open practicum course will not normally exceed 500 hours.

J. Silver

Other courses accepted for credit

The following courses are examples of courses that may be accepted for credit in the Counselling Psychology Program. Other graduate courses may also be acceptable, and students interested in taking other graduate courses should consult with their advisor. For descriptions, see the relevant department's course listing.

NOTE: Some of these are required courses for certain degree programs. Please refer to annual course schedules for confirmation as some courses are not offered every year. Additionally, Summer courses and Special Topics courses are available and may not appear below.

- AEC1103H Introduction to Research Methods in Adult Education [RM]
- AEC1145H Participatory Research in the Community and the Workplace [RM]
- AEC1148H An Introduction to Workplace, Organization and Economic Democracy
- AEC1156H Power and Difference in Teams and Small Groups
- AEC1173H Creativity and Wellness: Learning to Thrive
- AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity
- AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling
- AEC1245H Brief Counselling Strategies
- AEC1247H Practicum in Adult Counselling (Pass/Fail)
- AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy
- AEC1262H Educational and Psychological Testing for Counselling
- AEC1266H Career Counselling and Development: Transition from School to Work
- AEC1268H Career Counselling and Development: Transitions in Adulthood
- AEC1269H Use of Guided Imagery in Counselling and Psychotherapy
- AEC1278H Cognitive Therapy
- AEC1289H Community Mental Health: Theory, Research, and Practice
- AEC1290H Indigenous Healing in Counselling & Psychoeducation
- AEC1291H Addictive Behaviours: Approaches to Assessment and Intervention
- AEC1405H Introduction to Qualitative Research (Part I)
- AEC1406H Introduction to Qualitative Research (Part II)
- AEC3173H Effecting Change: Creating Wellness
- AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
- AEC3269H Research Seminar in Critical Multicultural Counselling and Psychotherapy
- AEC1408H Working with Survivors of Trauma

CTL1602H Introduction to Computer in Education
HDP1287H Introduction to Applied Statistics
HDP1288H Intermediate Statistics and Research Design
[RM]

Special Topics Courses Offered Periodically:

AEC1275H Special Topics in Counselling Psychology:
Gestalt Counselling and Psychotherapy
AEC1275H Special Topics in Counselling Psychology:
School Violence, the Child & the
Adolescent: Strategies for the Counselling
and Behaviour Management of at Risk
Youth in Schools
HDP3204H Contemporary History and Systems in
Human Development and Applied
Psychology.
NOTE: This course is available only to Ph.D.
students in the Field of Counselling
Psychology for Psychology Specialists
(Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest department within OISE. With a diverse community of tenured, tenure-stream faculty, and lecturers, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate programs are offered by the CTL Department:

- ◆ Curriculum Studies and Teacher Development (MEd, MA, PhD)
- ◆ Master of Teaching in Elementary and Secondary Education (MT)
- ◆ Second Language Education (MEd, MA, PhD)

The Department also offers the following Collaborative Programs:

- ◆ Collaborative Program in Comparative, International and Development Education (MEd, MA, PhD)
- ◆ Collaborative Program in Educational Policy (MEd, MA, PhD)
- ◆ Collaborative Program in Knowledge Media Design (MEd, MA, PhD)
- ◆ Collaborative Program in Sexual Diversity Studies (MEd, MA, PhD)
- ◆ Collaborative Program in Women and Gender Studies (MEd, MA, PhD)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- ◆ Centre for Educational Research on Languages and Literacies (CERLL)
- ◆ Centre for Franco-Ontarian Studies
- ◆ Centre for Media and Culture in Education
- ◆ Centre for Science, Math and Technology Education
- ◆ Centre for Urban Schooling
- ◆ Institute for Knowledge Innovation and Technology

Many CTL faculty are oriented toward field-based practice, and some courses are offered off-site or through distance learning modes. Refer to pages 200 - 204 for more information.

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1657
Fax: 416-323-9964
E-mail: linda.pereira@utoronto.ca

Academic Information

For academic information regarding registered students, contact:

Terry Louisy, Coordinator, Departmental Policy, Programs and Communications
Telephone: 416-978-0054
Fax: 416-926-4761
E-mail: terry.louisy@utoronto.ca
Website: www.oise.utoronto.ca/depts/ctl/

Admissions, Awards and Off-Campus Information

For academic information regarding admissions, awards and off-campus courses, contact:

Michelle Pon, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-978-0051
Fax: 416-926-4744
E-mail: michelle.pon@utoronto.ca

Chair of the Department

Douglas E. McDougall, EdD (Toronto)

Associate Professor

(mathematics education; teacher development; applications of technology to teaching and learning; qualitative research methods)

Associate Chairs of the Department

James G. Hewitt, PhD (Toronto)

Associate Professor, Associate Chair, Research; Coordinator, Master of Teaching Program

(computer supported learning environments; electronic discourse; distance education; multimedia case studies; teacher education; telementoring; online communities; knowledge building; educational technologies)

Clare Brett, PhD (Toronto)

Associate Professor; Associate Chair, Graduate Studies
(technology and learning in post-secondary; elementary and secondary contexts; inclusion of technology use in teacher education; distance education and asynchronous learning environments; reading and writing development)

Faculty

John Lawrence Bencze, PhD (Toronto)

Associate Professor (on leave January to June 2013)
(science and technology education promoting well-being [e.g., health, harmony & sustainability] for individuals, societies and environments; the nature of science and technology; realistic inquiry and design projects; socio-political activism)

Kathy Bickmore, PhD (Stanford)

Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(school programming and curriculum for conflict education, peace building, democratization, citizenship; social studies; controversial issues; gender/sexuality and ethnocultural equity; international and comparative education)

Kathy Broad, PhD (Toronto)

Senior Lecturer; Academic Director, Initial Teacher Education
(teacher education, induction and development; international dimensions and inclusive practices in teacher education; deepening knowledge of aboriginal worldviews and histories in teacher education, critical teacher inquiry, and the scholarship of teaching and learning)

Linda Cameron, EdD (Toronto)

Associate Professor
(early childhood; language and literacy; children's literature; parenting; adaptive instruction; teacher education; interdisciplinary arts education; girls' issues)

Elizabeth Campbell, PhD (Toronto)

Professor
(professional ethics in education; teachers' professional knowledge; moral and ethical dimensions of schools; teacher education; qualitative research)

Karyn Cooper, PhD (Alberta)

Associate Professor
(critical inquiry; socio-cultural dimensions of literacy, learning, and leadership; qualitative research methodologies; teacher education)

Alister Cumming, PhD (Toronto), PhD, HC (Copenhagen)

Professor; Head, Centre for Educational Research in Languages and Literacies, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, PhD (Alberta), PhD, HC (Bank Street College of Education)

Professor; Canada Research Chair in Language Learning and Literacy Development in Multilingual Contexts (on leave July 2012 to July 2013)
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Indigo Esmonde PhD (California, Berkeley)

Assistant Professor; Director, Centre for Science, Mathematics and Technology
(equity and social justice in/through mathematics education; sociocultural theories of learning and development; out-of-school learning [of mathematics]; discourse analysis)

Mark Evans, PhD (York, UK)

Senior Lecturer
(teacher education; citizenship education; global education; social studies education; curriculum studies)

Grace Feuerwerker, PhD (Toronto)

Professor
(multicultural perspectives in teaching and learning; ethnic identity maintenance and language learning; immigrant and refugee experiences in educational contexts; cultural and linguistic diversity in classrooms; peace education and literacy issues in international contexts)

Antoinette Gagné, PhD (Toronto)

Associate Professor (on leave July 2012 to June 2013)
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, PhD (Toronto)

Professor; Canada Research Chair, Urban School Research in Pedagogy and Policy (on leave July 2012 to June 2013)
(Drama education; applied theatre; performance studies; pedagogy; arts education; youth and urban schooling; teacher development; qualitative methodologies; ethnographic research; technology and methodology; sociology of education; feminist/critical theory; gender, identity and schooling; curriculum theory)

Rubén Gaztambide-Fernández, PhD (Harvard)

Associate Professor; Co-Director, Centre for Media and Culture in Education (on leave July 2012 to June 2013)
(curriculum theory; cultural studies; arts in education; sociology of education; youth and urban schooling; elite schooling; identity processes; interpretive research methodology; school ethnography; critical theory and pedagogy; feminist theory; postcolonial theory)

Diane Gérin-Lajoie, PhD (Toronto)

Professor
(minority education; French language education; qualitative research; educational policy; school and society; process of identity construction; teaching in minority settings)

Garfield Gini-Newman, MA (Wilfrid Laurier)

Senior Lecturer (on leave July 2012 to June 2013)
(critical thinking pedagogy; use of technology to enhance critical thinking; relationship between curriculum design, assessment and student motivation; current brain research and its implications/applications to the classrooms)

Wanja Gitari, PhD (Toronto)

Associate Professor
(cognitive continuity in science learning; access, equity and retention in science education; socio-cultural context of science education; indigenous and everyday knowledges)

Tara Goldstein, PhD (Toronto)

Professor
(anti-oppression education in school and teacher education settings; multilingualism in school settings; anti-homophobia education; critical ethnography; performed ethnography and research-informed theatre)

Eunice Jang, PhD (Illinois–UC)

Associate Professor
(educational assessment; second language testing; literacy assessment; equity and fairness in assessment; applied measurement; cognitive diagnostic assessment; mixed methods research; educational program evaluation)

Julie Kerekes, PhD (Stanford)

Associate Professor
(sociolinguistics; institutional discourse; interlanguage pragmatics; teacher's discourse communities)

Mary Kooy, PhD (Simon Fraser)

Associate Professor
(teacher learning and development; teacher knowledge; teacher voice and student voice in education; women and teaching; communities of learning/practice; social construction of knowledge)

Clare Kosnik, PhD (Toronto)

Professor
(teacher education; action research and teacher inquiry; literacy education)

Normand Labrie, PhD (Laval)

Professor; Associate Dean, Research
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, PhD (Washington)

Associate Professor
(self-reporting and rating biases; rating scale construction; research validity; standards-based testing and evaluation; retrospective methods of measuring change; training evaluation)

Ron Lancaster, M. Math. (Waterloo)

Senior Lecturer
(handheld technologies; dynamic geometry software; computer algebra systems; connections between mathematics and the world around us; the integration of mathematics with the arts; numeracy; literacy)

Catherine Marks-Krpan, PhD (Toronto)

Senior Lecturer (on leave July 2012 to June 2013)
(mathematics education; critical thinking; science education; action research; assessment and evaluation; brain research; student inquiry; graphic organizers)

Lance McCready, PhD (California, Berkeley)

Associate Professor; Director, Centre for Urban Schooling (on leave July 2012 to June 2013)
(urban education; health and well-being of urban youth; boys' education; educational trajectories of young black men; sexual minority youth and media; cultural pedagogies in education and human services professions; ethnic studies; racialization; intersectionality; masculinities and gender relations; qualitative research methods)

Jack Miller, PhD (Toronto)

Professor
(holistic education; spirituality in education; contemplation in educational settings; curriculum orientations)

David Montemurro, MA (York University)

Senior Lecturer (on leave July 2012 to June 2013)
(teacher education and development; inner-city education; culturally-relevant & critical pedagogies; internationalizing teacher education; environmental & sustainability education)

Sarfarozi Niyozov, PhD (Toronto)

Associate Professor
(teaching, researching, teacher development and education reform in developing, muslim, post-communist contexts; global education; international and comparative curriculum studies/education)

Erminia Pedretti, PhD (Toronto)

Professor
(science education; science-technology-society-environment[STSE] education; environmental and outdoor education; action research; teacher development; and learning science in non-school settings such as museums and science centres)

Enrica Piccardo, PhD (Università degli Studi di Brescia)

Assistant Professor

(French as second and foreign language, teacher development, evaluation, impact of the Common European Framework of Reference on language teaching, creativity and language learning, cognitive and emotional aspects of language acquisition)

Carol Rolheiser, PhD (Oregon)

Professor, Director, Office of Teaching Advancement
(redesign of teacher education; instructional and assessment innovation; teacher development; school improvement; school/district/university partnerships; leadership; system reform and managing educational change; and, a range of topics related to teaching and learning in higher education)

Marlene Scardamalia, PhD (Toronto)

Professor; cross-appointed to Human Development and Applied Psychology; Director, Institute for Knowledge Innovation and Technology
(knowledge building; innovative learning environments; digital, textual, scientific and graphical literacy; adaptive flexibility in teaching; design-based research; discourse analysis; knowledge building communities; inclusiveness; knowledge creation; 21st century skills; formative assessment; deep understanding and intellectual engagement)

Rob Simon, PhD (Pennsylvania)

Assistant Professor

(adolescent literacies, in-and-out-of-school settings; new literacy studies; multiliteracy pedagogy; social justice oriented teaching and teacher education; urban education; collaborative teacher inquiry; practitioner research)

Jim Slotta, PhD (Pittsburgh)

Associate Professor; Canada Research Chair in Education and Technology; Coordinator, Curriculum Studies and Teacher Development Program
(technology-enhanced learning and instruction; learning technology architectures and frameworks; cognitively informed curriculum; computer supported collaborative learning; international curriculum exchanges)

Elizabeth M. Smyth, EdD (Toronto)

Professor; Vice Dean, Programs, School of Graduate Studies

(curriculum and teachers' lives; curriculum development for gifted learners; history of Canadian education including education for the professions, teacher education and higher education; gender issues and education; pedagogy and practice of online learning; communities of teachers; the intersection of education and religion)

Nina Spada, PhD (Toronto)

Professor

(second language acquisition, classroom-centered research in L2 teaching and learning, English as a second language, psycholinguistics)

Stephanie Springgay, PhD (British Columbia)

Assistant Professor

(curriculum theory; cultural studies; contemporary visual art; aesthetics; embodiment; youth and civic engagement; arts-based research methodologies; sensory methodologies; feminist pedagogy)

Shelley Stagg-Peterson, PhD (Alberta)

Associate Professor (on leave July 2012 to July 2013)

(socio-cultural issues in literacy learning; use of digital technologies and multimedia to teach writing; role of peer and teacher feedback in the teaching and assessment of writing; content area literacy; oral language and early writing development; teaching with children's literature; role of teacher-directed action research in teachers' professional learning; rural education)

Leslie Stewart Rose, PhD (Toronto)

Senior Lecturer; Elementary Director, Initial Teacher Education

(anti-oppression education in teacher education and school settings; dialogic inquiry; arts education and social change; music education)

Heather Sykes, PhD (British Columbia)

Associate Professor

(anti-homophobia education; teacher's life history; issues of sexuality in physical education and sport; post-structural, queer, and feminist theories)

Peter Trifonas, PhD (British Columbia)

Professor (on leave January to June 2013)

(critical theory; literacy curriculum theory; philosophy of education; social and cultural studies; technology and media)

John Wallace, PhD (Toronto)

Professor

(science education; teacher learning; case methods in teacher education; curriculum integration; qualitative inquiry)

Associated Faculty**Guy Allen, PhD (Toronto)**

Senior Lecturer; Director, Professional Writing Program, University of Toronto at Mississauga

Lee Bartel, PhD (Illinois – UC)

Associate Professor; cross-appointed from Faculty of Music

Xi Chen-Bumgardner PhD (Illinois)

Associate Professor; cross-appointed from Human Development and Applied Psychology

Marcel Danesi, PhD (Toronto)

Professor; cross-appointed from the Department of Spanish and Portuguese

Curriculum, Teaching and Learning

Rena Helms-Park, PhD (Toronto)

Associate Professor, cross-appointed from University of Toronto Scarborough

Katherine Rehner, PhD (Toronto)

Associate Professor; cross-appointed from the Department of French, German and Italian, University of Toronto at Mississauga

Lisa Romkey, MEd (Toronto)

Lecturer; cross-appointed from the Division of Engineering Science, University of Toronto

Dale M. Willows, PhD (Waterloo)

Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, PhD (Toronto)

Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti

Johan L. Aitken, PhD (Toronto)
Mary Beattie, EdD (Toronto)
Clive M. Beck, PhD (New England)
Barrie Bennett, PhD (Oregon)
David Booth, MEd (Durham)
Arnold Bowers, MEd (Queen's)
Stacy Churchill, PhD (London)
Rina S. Cohen, PhD (Ottawa)
Carola Conle, PhD (Toronto)
F. Michael Connelly, PhD (Chicago)
Vivian Darroch-Lozowski, PhD (Alberta)
Lynn Davie, PhD (Wisconsin)
C.T. Patrick Diamond, PhD (Queensland)
Joseph P. Farrell, PhD (Syracuse)
Don Fraser, MA (Toronto)
Normand J. Frenette, PhD (Montreal)
Donald I. Galbraith, MEd (Toronto)
David Garth, BCom (Queen's)
Gila Hanna, PhD (Toronto)
Birgit Harley, PhD (Toronto)
Derek Hodson, PhD (Manchester)
Anne Jordan, PhD (Toronto)
Brent S. Kilbourn, PhD (Toronto)
Brendan Kelly, EdD (Toronto)
Natalie Kuzmich, MA (Toronto)
Sharon Lapkin, PhD (Toronto)
Leslie D. McLean, PhD (Wisconsin)
Robert S. McLean, PhD (Carnegie-Mellon)
Robert Morgan, PhD (Toronto)
Philip Nagy, PhD (Alberta)
Shizuhiko Nishisato, PhD (North Carolina)
John Ross, PhD (McMaster)
Wayne Seller, MEd (Lakehead)
Ronald Silvers, PhD (Princeton)
Merrill Swain, PhD (California, Irvine)
Dennis Thiessen, DPhil (Sussex)

Ross E. Traub, PhD (Princeton)
Merlin W. Wahlstrom, PhD (Alberta)
Joel Weiss, PhD (Chicago)
Joyce A. Wilkinson, PhD (Minnesota)
Elgin Wolfe, MEd (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of courses via computer conferencing.

For further details, contact:

Michelle Pon, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-978-0051
Fax: 416-926-4744
E-mail: michelle.pon@utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 197) or contact Diane Farmer, Coordinator, French Language Studies or Michelle Pon.

Curriculum Studies and Teacher Development Program

Program Co-ordinator:

J. Slotta

Core Faculty:

J. L. Bencze, B. Bennett, K. Bickmore, C. Brett, K. Broad, L. Cameron, E. Campbell, K. Cooper, I. Esmonde, M. Evans, G. Feuerverger, K. Gallagher, R. Gaztambide-Fernández, D. Gérin-Lajoie, G. Gini-Newman, W. Gitari, T. Goldstein, J. Hewitt, E. Jang, M. Kooy, C. Kosnik, T. Lam, R. Lancaster, C. Marks Krpan, L. McCready, D. McDougall, J. Miller, D. Montemurro, S. Niyozov, E. Pedretti, C. Rolheiser, M. Scardamalia, R. Simon, J. Slotta, E. Smyth, S. Springgay, S. Stagg-Peterson, L. Stewart Rose, H. Sykes, P. Trifonas, J. Wallace

Associated Faculty:

L. Bartel, C. Beck, D. Booth, D. Farmer, J. Farrell, E. Woodruff

The Curriculum Studies and Teacher Development Program (CSTD) is a forum for systematic reflection on curriculum, viewed in the broadest sense as educational experiences that occur in both formal and informal settings. This includes a critical examination of the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings.

The three areas of interest, or clusters, below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program. Given the diverse academic and research interests of our faculty, these three areas of study provide possible pathways for students as well as communities of support for both faculty and students.

Critical Studies in Curriculum and Pedagogy

Taking curriculum and pedagogy broadly defined as points of departure, the Critical Studies in Curriculum and Pedagogy cluster is a forum for systematic and interdisciplinary reflection on the myriad of processes and contexts related to educational experience, from schools and local communities, to media and transnational cultural contexts. The cluster encourages a critical exploration of educational phenomena, within and beyond the scope of schools, with a focus on power relations and social justice issues. The kinds of educational phenomena considered within this

cluster cover a wide range of issues and topics, such as student experience, human interaction, subjectivity, knowledge production, ecology, environmental justice, globalization, colonialism, race, disability, gender, sexuality, cultural and linguistic difference, technology, and media production. Faculty affiliated with this cluster have a commitment to educational scholarship -- including international and transnational perspectives -- that promotes social justice, equity, and a critical consideration of how social categories and institutions shape educational experiences with a view to promoting and informing sustainable emancipatory and anti-oppressive practices.

Learning, Schools, and Innovations

The Learning, Schools and Innovations cluster emphasizes scholarship concerning the nature of learning and instruction in formal and informal settings, building on a broad academic literature in educational research, the learning sciences, evaluation and assessment, and learning and instruction within subject areas. Faculty interested in this cluster embrace a spectrum of methodologies, from formal evaluation and comparison studies to design-oriented research, mixed methods, and qualitative research. The focus is to achieve a theoretical understanding of learning and instruction, embedding that theory in powerful innovations, and advancing the research. In this cluster, faculty make important connections to institutional settings including K-12 and higher education, they investigate new technologies, and emphasize the study of learning within rich contexts and distributed communities.

Teaching and Teacher Education

This cluster focuses on the study of teaching and teacher learning across the curriculum. Faculty interested in this cluster recognize that teachers come to education with a range of perspectives. Their beliefs influence how they support, understand, and assess student learning, direct their own learning, and design their curriculum. The term teacher is used broadly to include those who work in schools, district and government offices and diverse settings (e.g., museum studies, outdoor education centres). In this cluster, researchers study the complex role of teachers, the intersection of the formal and hidden curricula, and the socio-political context of teaching. A wide range of research methodologies in examining student and teacher learning, teaching, and teacher development is employed.

Degrees

Master of Education

The MEd degree program is designed chiefly for the professional development of those who are already engaged in a career related to education. Applicants are accepted under the general regulations which specify an appropriate bachelor's degree, or its equivalent from a recognized university. This degree must be completed with an

academic standing equivalent to **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page

<[www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>. The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The MEd program of study consists of 10 half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, 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. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
- **Students who began in September 2011 or later** 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.

Master of Arts

The MA degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires an appropriate bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the PhD level are advised to apply for enrollment in an MA rather than an MEd degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional

concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The MA may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, 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 listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within five years of first enrollment.
- **Students who began in September 2011 or later** 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.

Doctor of Education

The Doctor of Education degree was discontinued effective 2007-08.

Doctor of Philosophy

The PhD demands a strong commitment to research. The Curriculum Studies and Teacher Development Program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option(s) for which they are interested in applying.

Full-time PhD option:

Applicants are accepted under SGS general regulations. An appropriate master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level is required.

This degree must be completed with an average grade equivalent to **B+ or better**. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit, along with the application:

- a) Their master's thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page [www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)
- b) A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals; and
- c) Two letters of reference, one academic and one professional.

Flexible-time PhD option:

Applicants to the flexible-time PhD option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible PhD must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has three or more years with the same employer; (c) a desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (eg. reference to the employer's leave policy, study incentive system, etc.)

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 six half courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the Program. 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, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program web page [www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html). Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

NOTE: Students are responsible for meeting deadlines to complete their course requirements, comprehensive examination, thesis committee formation and ethical review.

Courses

The following is a list of courses offered within the Curriculum Studies and Teacher Development Program. Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered at the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

NOTE: [RM] refers to research methods courses.

CTL1000H Fondements de l'étude des programmes scolaires

Ce cours fait partie des cours requis pour l'obtention de la maîtrise. Il est également requis pour les étudiant(e)s du doctorat du programme CSTD ne l'ayant pas complété plus tôt pendant leur programme de maîtrise. Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Staff

CTL1000H Foundations of Curriculum

This is a required course for master's students (and doctoral students who did not take it in their masters programs). The aim of this course is to apply theory and research to the study of curriculum and teaching. The course (a) provides a language for conceptualizing educational questions; (b) reviews the major themes in the literature; © provides a framework for thinking about curriculum changes and change; and (d) assists students in developing critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.

B. Bennett, G. Feuerwerker, K. Gallagher, R. Gaztambide-Fernandez, W. Sellar, S. Springgay, P. Trifonas, Staff

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.

Staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours présente des modèles qui permettent la mise en oeuvre des principales composantes de la programmation comme: a) l'identification des résultats généraux et spécifiques d'un cours ou d'un module; b) la planification de projets à long terme; c) l'élaboration d'outils d'intervention par rapport à différentes stratégies. La résolution de problèmes constituera un élément important des composantes étudiées.

Staff

CTLI003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.

L. Cameron, Staff

CTLI007H Communities of Learning: Teachers constructing professional knowledge

This course theorizes and operationalizes teacher development in a social and cultural structure: teacher book clubs. The course organizes teacher book clubs as communities of learners to socially and interdependently explore the construction of knowledge and relational learning, the related concept of communities of learners and, narrative as an heuristic for making sense and developing meaning. By integrating the three theoretical orientations, the course seeks to help teachers more fully understand how they learn, think, and develop their professional knowledge and identity. The class is organized into book clubs so that the collective membership, through their own practices and theorizing, develop a praxis for including communities of learners in school settings.

M. Kooy

CTLI008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

This course is designed to acquaint teachers with a broad spectrum of literature for children and young adults. An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools. Please note that this course involves extensive online discussion, as well as face-to-face meetings, and a storytelling assignment.

S. Stagg-Peterson, Staff

CTLI009H Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy, learning and instruction, exploring their implications for work with students in primary/junior/intermediate classrooms. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches. Students will carry out an action research project on a literary topic.

S. Stagg-Peterson

CTLI010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions

revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

G. Feuerverger

CTLI011H Anti-Oppression Education in School Settings

In this course we will identify ways that systems of oppression and oppressive educational practices manifest themselves in school settings - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-oppressive educational work in school settings. Emphasis in the course will be placed on integrating anti-oppressive educational theory with anti-oppressive educational practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTLI012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTLI014H Evaluation of Curriculum and Instruction [RM]

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

Staff

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.

I. Esmonde, Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [RM]

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.

K. Cooper, J. Wallace, J. Hewitt, Staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.

Staff

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.

E. Smyth

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Hélène Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.

P. Trifonas

CTL1026H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation. This course is most suitable for primary and secondary teachers.

NOTE: Students who have previously taken CTL4000H are prohibited from taking this course.

Staff

CTL1027H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.

NOTE: Students who have previously taken CTL4001H are prohibited from taking this course.

Staff

CTL1028H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

NOTE: Students who have previously taken CTL4002H are prohibited from taking this course.

Prerequisite: Permission of instructor.

Staff

CTL1029H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.

NOTE: Students who have previously taken CTL4004H are prohibited from taking this course.

M. Kooy

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the “self” in relation to the “other”. The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.

NOTE: Students who have previously taken CTL4007 are prohibited from taking this course.

G. Feuerverger

CTL1032H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of “knowing.” The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.

NOTE: Students who have previously taken CTL4008 are prohibited from taking this course.

Staff

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a “hands-on” component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.

NOTE: Students who have previously taken CTL4009 are prohibited from taking this course.

G. Feuerverger

CTL1036H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are “thoughtful practitioners”, the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher’s abilities and role. A small research study in a

teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.

NOTE: Students who have previously taken CTL4012 are prohibited from taking this course.

C. Kosnik, Staff

CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways “Knowledge”, “Teaching”, and “Learning” are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.

NOTE: Students who have previously taken CTL4013 are prohibited from taking this course.

S. Niyozov, Staff

CTL1038H Change and Curriculum Implementation

This course examines the nature of educational change and its impact on the implementation of curriculum. How change affects teachers and how new curricula affect classroom practice, form the central focus of the course. Three basic approaches to implementation, the fidelity perspective, mutual adaptation, and curriculum enactment, are used as a framework to examine the research on implementation and identify factors which enhance and hinder successful change efforts. The role of professional development and strategies for effective professional development practices in support of implementation constitute the third area of study in this course.

Staff

CTL1039H Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students’ writing, and the teacher’s role in guiding student writing will be examined.

S. Stagg-Peterson

CTL1040H Fundamentals of Program Planning and Evaluation [RM]

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact, and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.

NOTE: Students who have previously taken CTL2006 are prohibited from taking this course.

T. Lam, Staff

CTL1041H Research Methods in Education [RM]

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

NOTE: Students who have previously taken CTL2007H are prohibited from taking this course.

T. Lam, Staff

CTL1041H Introduction à la recherche empirique en éducation

L'objectif général de ce cours est de développer chez les étudiantes et les étudiants les outils qui faciliteront la lecture critique de la recherche empirique en éducation. Les concepts de base, les méthodes et les problèmes pertinents à la recherche seront abordés en fonction des thèmes suivants: les étapes d'un processus de recherche, la formulation d'hypothèses, la conception et l'élaboration des instruments de recherche, les méthodes de cueillette de données, l'interprétation des résultats et la rédaction de rapports de recherche.

Staff

CTL1042H Instrument Development in Education [RM]

An overview of the kinds of instruments used for collecting educational data: classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.

NOTE: Students who have previously taken CTL2009 are prohibited from taking this course.

Staff

CTL1043H Research Issues in Alternative Assessments [RM]

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.

NOTE: Students who have previously taken CTL2010 are prohibited from taking this course.

T. Lam, Staff

CTL1045H Survey Research

The course studies survey research design and questionnaire development. Topics include single and multiple waves research designs, sampling strategies, data collection methods (mail, telephone, computer administered, and individual and group interviews), non-response issues, questionnaire construction and validation, and sources of errors in self-reporting. Course content relating to the use of questionnaire

as a form of data collection applies to research designs other than survey research. Teaching and learning will be conducted through reading, lecturing, class and internet discussion, and take-home and in class individual or small group exercises.

T. Lam

CTL1046H Training Evaluation

This course studies methods of evaluating training. Topics covered by the course include training models, practice analysis, Kirkpatrick's 4 level training outcome evaluation model and its variants, Return on Investment (ROI) analysis, and measurement and design issues in training evaluation.

T. Lam

CTL1060H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

NOTE: Students who have previously taken CTL6002 are prohibited from taking this course.

Staff

CTL1104H Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.

L. Cameron, Staff

CTL1105H Narrative and Arts-Based Approaches to Research and Professional Practice.

The course examines a variety of narrative and arts-based approaches to research and professional practices. Narrative is explored both as a fundamental form of experience and as a collection of methods used for the study of experience.

Course participants will engage in narrative, self-study research, in the review of completed narrative and arts-based theses and dissertations, and in the creation of practical research proposals.

Staff

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non-threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.

J. Miller

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.

J. Miller

CTL1112H Expressive Writing: Practice and Pedagogy

This course focuses on the pragmatics of expressive writing in a range of pedagogical settings. Students will experience the ways in which a range of styles and modes of expressive writing operate in various prose forms including personal narratives, arguments, evaluations, interviews, and reports. Students will consider the implications of this expressivist pedagogy for educational practice from elementary to post-secondary learning. Students will work both independently and collaboratively. Assessment will be portfolio-based.

G. Allen

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.

Staff

CTL1116H Holistic Education Approaches in Elementary School Mathematics

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

Staff

CTL1119H Gaining Confidence in Mathematics: Reconstructing Mathematics Knowledge and Overcoming Anxiety (K-8)

It has been well documented that many adults experience mathematics anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course utilizes a holistic approach in helping elementary teachers to reconstruct their foundational math knowledge and overcome their anxieties. Utilizing reform-based approaches, participants will work in small groups on selected mathematics problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to mathematics. Such work opens the door to accessing one's mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for mathematics-anxious students will also be included.

Staff

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a grounding in mathematics education.

D. McDougall

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.

Staff

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.

E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.

Staff

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.

Staff

CTL1211H Action Research in Science, Mathematics and Technology Education [RM]

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and appraisal, plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Class members need to be active in their work - e.g., currently working as a teacher, consultant, etc. - in order to carry out their projects. This course may be best taken after a few courses in a Masters level program, which may provide students with some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.

E. Pedretti, L. Bencze, and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.

Staff

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.

Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.

E. Pedretti

CTL1216H Teacher Leadership in Science, Mathematics and Technology Education

This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teacher's work, the construction of teacher's knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organizational conditions of schools, which support teacher leadership and learning. Participants will use this unit to conduct some action research on teacher leadership in science/mathematics/technology education.

J. Wallace

CTL1217H Integrating Science, Mathematics and Technology Curricula

This course focuses on curriculum issues associated with integrating school science, mathematics and technology. Topics include the history of curriculum integration and school subjects, theoretical and practical models for integration, strategies for teaching in an integrated fashion, student learning in integrated school settings, models for school organization, and curriculum implementation issues. Participants will examine the contemporary literature on curriculum integration and will be encouraged to conduct and report on some action research into teaching practices.

J. Wallace

CTL1218H Culture and Cognition in Mathematics, Science and Technology Education

This course explores the fundamentally cultural nature of all learning, but specifically learning of mathematics, science, and technology disciplines. The course is roughly split into three major sections. We begin with a brief overview of cultural-historical approaches to understanding learning and cognition. These theoretical frameworks begin with the assumption that cognition is fundamentally social and cultural, always grounded in activity, practices and communities. Secondly, we will focus on empirical research on mathematical, scientific and technological thinking in various contexts, ranging from elementary school mathematics classes to grocery shopping to carpet laying to theoretical physics. Finally, using the theoretical and empirical work as a foundation, we will study approaches to instruction based on the assumption that all learning is cultural.

I. Esmonde

CTL1219H Making Secondary Mathematics Meaningful

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the Ontario mathematics curriculum guidelines. Throughout the course, we will focus on the question 'making mathematics meaningful for whom,' so an equity focus will pervade each week's readings and discussions. Topics may include: Streaming and school structures, the use of open-ended problems, identity issues, building on community knowledge, classroom discourse, and assessment.

I. Esmonde

CTL1220H Sociocultural Theories of Learning

This course is an introduction to sociocultural theories of learning, including both historical and contemporary views on how culture, society and history influence the nature of learning. We will begin with Vygotsky and activity theory, and then consider a broad spectrum of current views that draw on this work.

I. Esmonde

CTL1221H Experiencing Science Education as a Global Educational and Development Endeavor

The role of science education in positively impacting life conditions globally is perhaps the most intriguing and urgent problem for science education. In this regard, a recurring theme in local and international deliberations on science education is the role of school science in social, economic, and cultural conditions, that is, in everyday life. This course will facilitate a systematic analysis of the role of school science in everyday life along five themes: The context for the issues that pertain to science education and social economic development; Emergent constructs for school science; How people learn and knowledge transfer; The realities of science teaching and learning; The notion of knowledge, school science, other sciences, and social economic development; and, Historical reflections and critique of the science education endeavor.

W. Gitari

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.

Staff

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

Staff

CTL1304H Études culturelles et éducation

La notion de « culture » provient de plusieurs disciplines depuis le début du 20^e siècle. Les « études culturelles » représentent une synthèse récente et une re-évaluation critique de quelques unes ces approches, en faisant surtout ressortir les retombées pour les professionnels de l'éducation dans le domaine des sciences humaines. Le cours abordera les enjeux générés au sein de cette tradition, surtout en reprenant des textes clés, incluant les médias populaires, les films et les vidéos de langue française, pour examiner les versions structuralistes, ethnographiques, féministes et postmodernes des études culturelles afin de mieux cerner comment ces approches reformulent une pratique enseignante en ce qui se concerne de la culture contemporaine.

C. Connelly

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques [RM]

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie, Staff

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture,

la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gérin-Lajoie

CTL1307H Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

D. Gérin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1312H Democratic Citizenship Education

Preparation for 'democracy' and citizenship is ostensibly a central goal of public education: What does this citizenship imply, who is heard in 'public' decision making, and how might active democratic citizenship be 'taught' and learned? Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered: This course examines contrasting understandings of and approaches to political (governance), social (inclusivity), and transnational (peacebuilding) citizenship, democratization, and citizenship education, drawn from comparative international and Canadian research and cases, especially in school settings. Themes include conflict and controversy, critique, cultural/ gender/ sexual diversities, human rights, justice, development and peacebuilding. Emphasis is given to curriculum, conflict management, and governance in public elementary and secondary schools in various cultural contexts. Participants will learn to analyze and assess educational experiences, in light of theory, research, and their own democratic citizenship education goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

K. Bickmore

CTL1318H Teaching Conflict and Conflict Resolution

This seminar examines how young people may be taught (and given opportunities), implicitly or explicitly, to handle interpersonal and social conflict. The course examines the ways conflict may be confronted, silenced, transformed, or resolved in school knowledge, pedagogy, hidden curriculum, peacemaking and peacebuilding programs, governance, discipline, restorative justice, and social relations, from Canadian and international/ comparative perspectives. The focus is to become aware of a range of choices and to analyze how various practices and lessons about conflict fit in (and challenge) the regular activities and assumptions of curriculum and schooling, and their implications for democracy, justice, and social exclusion/ inclusion. Participants will become skilled in analyzing the conflict and relational learning opportunities and dilemmas embedded in various institutional patterns or initiatives to teach or facilitate conflict resolution and transformation and to prevent violence.

K. Bickmore

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.

Staff

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined.

Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.

J. Hewitt, E. Woodruff

CTL1603H Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.

J. Hewitt

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.

D. McDougall

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.

C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.

C. Brett

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online

databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.

Staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

Staff

CTL1801H Action Research and Professional Practice [RM]

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, and participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

K. Broad, Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of instructor.

S. Stagg-Peterson, L. Cameron

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.

K. Broad, Staff

CTL1809H Narrative and Story in Research and Professional Practice [RM]

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

NOTE: Students who have previously taken CTL4801 are prohibited from taking this course.

Prerequisite: Permission of instructor.

Staff

CTL1810H Qualitative Research in Curriculum and Teaching [RM]

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

NOTE: Students who have previously taken CTL4802 are prohibited from taking this course.

Staff

CTL1811H Writing Research - Research Writing: Moving from Idea to Reality

This course focuses on supporting graduate students at both the Master's and Doctoral levels who are preparing research proposals, theses, dissertations, and for the comprehensive exam. The course aims to advance the research, writing, and exam preparations for its members and at the same time create an academic community. It examines students' "works-in-progress" with the goal of improving and advancing their research. Course topics will include: defining the research question; framing the study; choosing an appropriate research methodology; gathering the data; analyzing the data; and writing the thesis. Through examination of various studies, students will deepen their understanding of the process of conducting research. One emphasis of the course will be research on teaching and teacher education. Each week, students will spend part of the class working in small groups with others who are at the same stage of the doctoral/master's journey. The course will include: feedback on their work, time to discuss aspects of the research process, and an opportunity to present their work in a friendly, supportive environment.

C. Kosnik

CTL1812H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL1816H Official Discourses and Minority Education

Intended for doctoral graduate students, the objective of the seminar is to do a critical examination of existing official discourses on minority education. The notion of minority students' inclusion is firmly inscribed in the official discourse in North America and in many countries around the world. From a critical theory standpoint, the course will emphasize the analysis of inclusion and other key concepts in the discourse on minority education with reference to society's power structure, as well as social justice and equity issues. This critical examination will bring students to consider how the inclusion of students from diverse racial, ethnic, and linguistic backgrounds is claimed to be accomplished in schools. To attain the objective of the course, official discourses will be examined through existing educational policies and reforms, teachers' training and teachers' daily work.

D. Gerin-Lajoie

CTL1817H Current Issues in Teacher Education

This course examines various issues of teacher education, including the longstanding criticisms (e.g. program is disjointed) while others are more recent concerns (e.g. defining a knowledge base for teachers). Specific topics will be examined in light of the current context of education with an effort to understand the complexity of becoming a teacher. This course will systematically examine the current research on teacher education. We will consider teacher education both within Canada and internationally. We will systematically work through various topics by reading widely, discussing issues, and trying to determine ways to reform and renew teacher education.

C. Kosnik

CTL1818H Arts in Education: Concepts, Contexts, and Frameworks

In this class students will survey a range of issues related to the arts in education, including philosophical and theoretical issues, justifications and approaches to the arts in schools, the role of the arts in communities, as well as contemporary media and popular culture. The course will have a broad and interdisciplinary focus and will introduce students to relevant

frameworks for conceptualizing a wide range of artistic practices in various educational contexts both within and beyond schools. From a consideration of various rationales for the inclusion of the arts in general education to the educational experiences of artists themselves, the course will seek to bridge the distance between contemporary arts and cultural theory and the integration of the arts in education through curriculum implementation and research.

R. Gaztambide-Fernandez

CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices

In this course, we examine multiple and multicultural books. We examine the multicultural literature (what we read) as well as critically analyzing (how we read) these texts. Critical (indications of class, race and gender relations); multicultural (acknowledges the diversity in cultural experiences) analysis and social action/justice (what and how we act on these analyses) will guide our work together. The new knowledge constructed will inform how we create and develop critical perspectives and practices with students in the schools.

M. Kooy

CTL1822H Urban School Research: Youth, Pedagogy, and the Arts

This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, subjectivity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the development of school-based research projects will be a particular focus. Two of the primary goals of the course are: to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.

K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.

J. Miller

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.

Staff

CTL1841H Research Seminar in Science, Mathematics and Technology Education [RM]

A critical examination of current theoretical perspectives and research methods in science, mathematics and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

J. Wallace

CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries [RM]

Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed research methods.

Staff

CTL1843H Models and Issues in Program Evaluation [RM]

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.

NOTE: Students who have previously taken CTL2803 are prohibited from taking this course.

Prerequisite: CTL1040 (previously CTL2006) or equivalent, or permission of instructor.

T. Lam, Staff

CTL1844H Seminar in Evaluation Problems [RM]

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

NOTE: Students who have previously taken CTL2810 are prohibited from taking this course.

Prerequisite: CTL1843 (previously CTL2803) or equivalent.

NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the EdD program in Evaluation.

Staff

CTL1845H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.

Prerequisites: CTL1042 (previously CTL2009) or equivalent, or permission of instructor.

T. Lam

CTL1846H Assessment for Teaching and Learning

Assessment is an integral part of the instructional and learning process. We are also aware that assessment is increasingly used as a means to drive educational reforms and evaluate the quality of education by holding educators accountable for students' learning outcomes. This test-driven educational reform effort has caused a great deal of controversy in modern society across continents. This course is intended for those interested in developing critical assessment literacy. The course readings and activities will focus on both theoretical underpinnings and issues associated with educational assessment practices in a large context and on the practical demands and challenges of various assessment activities in and outside of classroom. Throughout the course, we will learn about alternative assessment approaches that can serve teaching and learning. Students are encouraged to bring their own subject domains (e.g., math, science, language arts, or second language education) to classroom discussions and course projects. Through this course, students will be able to: critically evaluate various assessment initiatives that impacted educational practice in instructional planning, theories of cognition and learning, program evaluation, and policy; have a better understanding of uses of assessment for different purposes and contexts; select and discuss alternative assessment approaches for teachers in light of current curricular expectations; have systematic knowledge about core concepts (e.g., validity, reliability, washback, norm- vs. criterion-referenced testing) underlying educational assessment; develop knowledge and skills for improving classroom assessment; and discuss equity and fairness issues, especially, for underrepresented groups of students.

Staff

CTL1847H Data Analysis and Integration in Mixed Methods Research

The course is designed to develop and extend the data analytic skills that students began to acquire in other research methods courses and to learn how to synthesize and communicate research findings to a wide range of audiences. The course is applied rather than statistical in the sense that students will learn basic principles and techniques through the instructor's modeling in class and then apply these new techniques to real-life problems using publicly available educational data or their own data. Students will participate in lab sessions in which they will learn computer skills (e.g., NVivo, SPSS, EXCEL, R) necessary for data analysis. The course is designed to serve doctoral students who have taken introductory research methods courses. Students who completed data collection or currently collect data for their

theses are welcome to the course. Students pursuing the MA degree need to contact the instructor to receive permission to take the course. My instructional goal is to ensure that students completing the course successfully should be able to: identify and carry out the appropriate analytic technique for organizing the given data to answer the research question; develop a critical understanding of the assumptions and limitations associated with specific data analytic techniques; feel competent in analyzing most types of educational data; understand the standards of educational research and apply such an understanding to real data analysis and synthesis; develop the abilities to evaluate the quality of inferences and interpretations from data analyses as a way of building validity claims; and interpret research findings substantively and communicate them to not only academics but also practitioners.

Staff

CTL1861H Critical Ethnography [RM]

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

T. Goldstein

CTL1863H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.

NOTE: Students who have previously taken CTL6800 are prohibited from taking this course.

Staff

CTL1864H Methodologies for Comparing Educational Systems [RM]

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many

countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.

NOTE: Students who have previously taken CTL6801 are prohibited from taking this course.

Staff

CTL1921H Knowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.

M. Scardamalia

CTL1923H Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.

E. Woodruff, and Staff

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.

Staff

CTL1999H Special Topics in Curriculum: Doctoral Level: Theories of Mathematics Education

This class will explore both foundational and current literature on theories of mathematics education. It will highlight theories from philosophy and social sciences that continue to influence the teaching of mathematics. This includes recent developments in areas within mathematics education such as types of research frameworks, computer as a mediating tool, the role of algorithms in enhancing mathematical thinking, proof and proving. The course will also discuss the integration of theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Staff

CTL1999H Special Topics in Curriculum: Doctoral Level: Questions, Puzzles, and Debates in Contemporary Curriculum Thought

The purpose of this advanced seminar is to give doctoral students an opportunity to continue their engagement with theoretical questions related to curriculum studies beyond the introduction offered in the Foundations course. As the title

suggests, the course seeks to engage questions, explore puzzles, and elucidate the range of debates that enliven contemporary curriculum studies. To do this, the class will explore some of the most recent published works, considering multiple perspectives on a given topic, as well as exploring the various genealogies that animate these contemporary issues. Students will engage both contemporary accounts of ongoing debates as well as historical texts that inform these debates. In order to take the course, students must have already taken CTL1000, and preference will be given to students who are close to completing their course requirements. The course will be geared toward doctoral students. Students in other programs may request permission from the instructor and must demonstrate evidence of a solid background in curriculum studies.

R. Gaztambide-Fernandez

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

Staff

Master of Teaching in Elementary and Secondary Education (MT)

Program Coordinator

J. Hewitt

Core Faculty

C. Brett, E. Campbell, J. Eldridge, I. Esmonde,
G. Gini-Newman, C. Kosnik, J. Hewitt, D. McDougall,
R. Simon

The Master of Teaching in Elementary and Secondary Education (MT) program is two years of full-time study leading to a Master of Teaching degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions or the intermediate and senior divisions of Ontario schools.

The Master of Teaching in Elementary and Secondary Education program offers students a unique educational opportunity which combines teacher qualification with advanced study of educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum, human development, ethics, educational law, diversity, educational technology, teaching, and learning. This teacher education program offers the opportunity for elementary and secondary student teachers to deepen their knowledge of all aspects of teaching. The high level of academic rigor combined with increased practice teaching experiences enhances and extends the theoretical and practical knowledge of students preparing to become teachers.

The program includes: formal coursework, teaching and research seminars, practice teaching, internship, and a major research project.

NOTE: The requirements for licensing teachers in Ontario are based on the Ontario College of Teachers professional standards and on Ontario law. In order to be licensed as a teacher in Ontario, candidates must be Canadian citizens or permanent residents, or have a valid work permit issued by the federal government.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. In addition, applicants are requested to list, in chart form, the extent of their experience working with children. The chart should include dates, location of experience, role, and number of hours working with students. **Given the limited number of spaces in this Program, not all eligible applicants can be admitted.**

NOTES:

- 1) Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth), are not required at the time of application for admission. However, these may be required subsequently. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be subsequently required.
- 2) A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program. See page 21 for more information.

Degree Requirements

The two-year MT degree is composed of the equivalent of 16 half-courses (10 core, 5 specific, and 1 elective), including practice teaching, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practice teaching), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the MT degree and a recommendation to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**. Registration in the second year is contingent upon successful completion of all first-year work.

Concentrations

Applicants must select **one** of the following concentrations:

- ◆ **Primary/Junior** (junior kindergarten to grade 6)
- ◆ **Junior/Intermediate** (grades 4 to 10)
- ◆ **Intermediate/Senior** (grades 7 to 12)

Primary/Junior Concentration

First Year Core Courses

- CTL7000H Curriculum and Teaching in Literacy
- CTL7001H Educational Professionalism, Ethics and the Law
- CTL7002H Curriculum and Teaching in Mathematics
- CTL7003H Curriculum and Teaching in Social Studies and Science
- CTL7004H Practice Teaching (Year 1)
- CTL7006H Reflective Teaching and Inquiry into Research in Education
- CTL7007H Authentic Assessment
- CTL7014H Fundamentals of Teaching

Second Year Core Courses

- CTL7005H Practice Teaching (Year 2)
- CTL7008H Introduction to Special Education and Adaptive Instruction
- CTL7009H Anti-Discriminatory Education
- CTL7010H Issues in Numeracy and Literacy
- CTL7011H Child and Adolescent Development
- CTL7013H Arts in Education
- CTL7015H From Student to Professional
- CTL7016H Integrating Technology

Elective Courses

The one elective course is normally selected from other graduate courses offered at OISE. This course is taken in the summer after the first year or in the second year.

Junior/Intermediate Concentration

First Year Core Courses

- CTL7000H Curriculum and Teaching in Literacy
- CTL7001H Educational Professionalism, Ethics and the Law
- CTL7002H Curriculum and Teaching in Mathematics
- CTL7003H Curriculum and Teaching in Social Studies and Science
- CTL7004H Practice Teaching (Year 1)
- CTL7006H Reflective Teaching and Inquiry into Research in Education
- CTL7007H Authentic Assessment
- CTL7014H Fundamentals of Teaching

Second Year Core Courses

- CTL7005H Practice Teaching (Year 2)
- CTL7008H Introduction to Special Education and Adaptive Instruction

- CTL7009H Anti-Discriminatory Education
- CTL7010H Issues in Numeracy and Literacy
- CTL7011H Child and Adolescent Development
- CTL7013H Arts in Education
- CTL7015H From Student to Professional
- CTL7016H Integrating Technology

Elective Course

The one elective course is normally selected from other graduate courses offered at OISE. This course is taken in the summer after the first year or in the second year.

The Junior/Intermediate concentration students will take an additional course in one teaching subject from the following list:

English (First Language)

Prerequisites: Three full university courses in English

French (Second Language)

Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography

Prerequisites: Three full university courses in Geography

Health and Physical Education

Prerequisites: No prerequisites are required

History

Prerequisites: Three full university courses in History

Mathematics

Prerequisites: Three full university courses in Mathematics

Music - Instrumental

Prerequisites: Three full university courses in instrumental Music or demonstrated proficiency in brass, winds or strings

Music - Vocal

Prerequisites: Three full university courses in Music or appropriate background in Music

Science - General

Prerequisites: Three full university courses in Science

Visual Arts

Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience

Intermediate/Senior Concentration

First Year Core Courses

- CTL7001H Educational Professionalism, Ethics and the Law
- CTL7004H Practice Teaching (Year 1)

- CTL7006H Reflective Teaching and Inquiry into
Research in Education
- CTL7007H Authentic Assessment
- CTL7012H Issues in Secondary Education
- CTL7014H Fundamentals of Teaching

Second Year Core Courses

- CTL7005H Practice Teaching (Year 2)
- CTL7008H Introduction to Special Education and
Adaptive Instruction
- CTL7009H Anti-Discriminatory Education
- CTL7011H Child and Adolescent Development
- CTL7015H From Student to Professional
- CTL7016H Integrating Technology

Elective Course

The one elective course is normally selected from other graduate courses offered at OISE. This course is taken in the first year of the program and prior to the start of second year.

The Intermediate/Senior concentration students must select one teaching subject from the following list as their first teaching subject and one as their second teaching subject:

- CTL7020Y Curriculum and Teaching in English -
Secondary
- CTL7021Y Curriculum and Teaching in History -
Secondary
- CTL7022Y Curriculum and Teaching in Mathematics -
Secondary
- CTL7023Y Curriculum and Teaching in Science:
Biology - Secondary

Prerequisites: Five full university courses in the first teaching subject and two full courses in the second teaching subject. In the case of CTL7023Y: Science - Biology, five full university courses in Science with a minimum of four of them in the area of Biology, are required regardless of whether it is the first or second teaching subject.

Please note that these courses are not offered every year. Consult the Master of Teaching Website www.oise.utoronto.ca/mt/index.html for a list of teaching subjects available for each admission year and for a selection of the second teaching subject.

Religious Education

All MT candidates interested in teaching in the Roman Catholic Separate School system can choose to take the religious education elective course. A description of the preservice religious education course, related to the Standards of Practice for the Teaching Profession, is provided in the OISE Calendar. This course is offered yearly and is offered in addition to the program requirements for the MT program.

Courses

The following course descriptions are for those courses numbered in the 7000 series.

CTL7000H Curriculum and Teaching in Literacy

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the MT in Elementary and Secondary Education.

Staff

CTL7001H Educational Professionalism, Ethics and the Law

This course will enable teacher candidates to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The Ontario College of Teachers regulations and professional misconduct policies and procedures will be studied. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7002H Curriculum and Teaching in Mathematics

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7003H Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7004H Practicum in Schools (Year I) - P/F

This first year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Teacher candidates are placed in partnership schools in public and separate school systems and in other settings that use the Ontario curriculum. Teacher Candidates are under the joint supervision of a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7005H Practice Teaching (Year 2) - P/F

In this second year course, teacher candidates are placed in partnership schools in public and separate school systems and in other settings that use the Ontario curriculum. Teacher candidates are under the joint supervision of field teachers on site and an academic staff member at OISE. Teacher candidates may have experience in one or both of their divisions. They may be placed in special education, library or specialist classrooms in their last placement. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7006H Reflective Teaching and Research

This course is designed to develop teacher candidates awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways: (1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice; (2) the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role; (3) the teacher as a critical analyst of educational research; (4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7007H Authentic Assessment

In this course, candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios/e-Portfolios, self-assessment and self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices. This course is normally open only to students in the MT in Elementary and Secondary Education program. Students may not take CTL1019.

Staff

CTL7008H Introduction to Special Education and Adaptive Instruction

In Ontario, the regular education classrooms are currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons: legal, educational, moral and philosophical. In this course, teacher candidates will consider special education from the perspective of the regular classroom teacher. From this perspective, special education is not “special” but is effective teaching that benefits all the students in the class. It focuses on adapting instruction to meet the diverse needs of the students in the class. The course will concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to accommodate learner differences and how to

collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment. This course is normally open only to students in the MT in Elementary and Secondary Education program.

NOTE: Students may not take HDP2280.

Staff

CTL7009H Anti-Discriminatory Education

Through this course, teacher candidates will identify spaces in which discrimination in education is found - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators. Discussions will focus on anti-discriminatory education in school settings. Emphasis in the course will be placed on integrating theory and practice. Discussions of practice to theory will be linked. This course is normally open only to students in the MT in Elementary and Secondary Education program. Students may not take CTL1011

Staff

CTL7010H Issues in Numeracy and Literacy

In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7011H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7012H Issues in Secondary Education

In this course, teacher candidates will explore theoretical and current issues in secondary education spanning Grade 9 to 12. The course will also explore the issues surrounding Grades 7 and 8 and the transition into secondary schools. The experiences in this course are intended to help teacher candidates to bridge theory and practice, and articulate personal beliefs and experiences related to issues in secondary education. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7013H Arts in Education

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing arts curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development for visual arts, music and physical education. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7015H From Student to Professional

This course is paired with the 2nd year Practicum course (CTL7005H), and serves as a bridge between academic course work and practical experience. This course therefore attends to both theory and practice. Course goals include strengthening instructional skills, building a repertoire of teaching strategies, deepening understanding of the complexities of teaching/learning, and refining a vision of teaching. This course is designed to prepare the teacher candidate for a professional teaching/education career, whether that be employment in the public or non-traditional setting and/or post-graduate studies.

Staff

CTL7016H Integrating Technology into the Classroom: Issues and Activities

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific education need (of students, teacher, curriculum objectives or subject area) that computer technology can meet.

Staff

CTL7020Y Curriculum and Teaching in English - Intermediate/Senior

This course will introduce candidates to the methodologies and issues relevant to teaching English in Ontario in the Intermediate and Senior divisions (Grades 7-12). Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Teacher candidates will read, write, view, talk and represent their understanding of text to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education guidelines. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7021Y Curriculum and Teaching in History - Intermediate/Senior

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7022Y Curriculum and Teaching in Mathematics - Secondary

This course will introduce candidates to the methodologies and issues relevant to teaching Mathematics in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Course methods include discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario Ministry of Education Guidelines. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

CTL7023Y Curriculum and Teaching in Science: Biology - Intermediate/Senior

This course will introduce candidates to the methodologies and issues relevant to teaching Biology in Ontario in the Intermediate and Senior divisions (Grades 7-12). The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools. This course is normally open only to students in the MT in Elementary and Secondary Education program.

Staff

Second Language Education Program

Program Coordinator

TBA

Core Faculty

Alister Cumming (Head, Centre for Educational Research on Languages and Literacies (CERLL)), J. Cummins, A. Gagné, J. Kerekes, N. Labrie, E. Piccardo, N. Spada

Associate Faculty

B. Chen-Bumgardner, Human Development and Applied Psychology;
R. Childs, Human Development and Applied Psychology;
E. Geva, Human Development and Applied Psychology;
M. Heller, Sociology and Equity Studies in Education;
R. Helms-Park, Department of Humanities, University of Toronto at Scarborough;
K. Rehner, Department of French, German and Italian, University of Toronto at Mississauga
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Centre for Educational Research on Languages and Literacies (CERLL), where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE Education Commons.

The Program offers three degrees: the MEd, MA and PhD

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate bachelor's degree with high academic standing from a recognized university. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional

experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The MEd consists of 10 half courses. Students must take a minimum of five CTL3000-level half courses within the SLE program. Of these, 2 are required courses and must be selected from the following list:

Required MEd Courses (Select 2 from the list)

- CTL3000H Foundations of Bilingual and Multicultural Education
- CTL3002H Second Language Teaching Methodologies
- CTL3003H Planning and Organizing the Second Language Curriculum
- CTL3010H Second Language Learning

The MEd program of study may be taken on a full or part-time basis. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
- **Students who began in September 2011 or later** 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.

(see the Minimum Admissions and Degree Requirements section for degree requirements, pages 22 - 29).

Master of Arts

Applicants are accepted under SGS general regulations, which specify an appropriate bachelor's degree with high academic standing from a recognized university. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrollment in the MA (rather than the MEd degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

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. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons)**. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Courses must include CTL3001H - Research Colloquium in Second Language Education, Master's Level plus a course in research methods [RM] relevant to the topic of the thesis. Any of

the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within five years of first enrollment.
- **Students who began in September 2011 or later** 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.

(See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 29.)

Doctor of Philosophy

The PhD demands a strong commitment to research. The Second Language Education program offers both a full-time and flexible-time PhD option. Applicants must declare the option(s) for which they are interested in applying.

Full-time PhD option:

Applicants are accepted under SGS general regulations. An appropriate master's degree, or its equivalent with high academic standing. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. If the applicant has not completed a thesis, then a sample of single-authored scholarly writing must be submitted with the application.

Flexible-time PhD option:

Applicants to the flexible-time PhD option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD option must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has 3 or more years with the same

employer; (c) a need and desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (e.g. reference to the employer's leave policy, study incentive system, etc.).

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 involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3001H - Research Colloquium in Second Language Education. If CTL3001 was taken at the Master's level, students are not permitted to take it again and should substitute it 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, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor.

For the flexible-time PhD program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time, candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

Doctor of Education

NOTE: The Doctor of Education degree was discontinued in 2005 and is only available to students currently registered in the program.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice. Registration preference given to SLE students.

Staff

CTL3001H Research Colloquium in Second Language Education [RM]

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.

A. Cumming, J. Kerekes

CTL3002H Second Language Teaching Methodologies

This course deals with current theory and practice in second and foreign language methodologies - their role and implications on language learning and teaching. A comprehensive survey and analysis of language methodologies will be conducted both from a historical perspective and in epistemological terms. The course will introduce the student to several of the fundamental concepts of second language teaching. The latest developments in the field and the new perspectives opened by the research will play a major role in the course.

E. Piccardo, A. Gagne, K. Rehner

CTL3003H Planning and Organizing the Second Language Curriculum

This course deals with current theory and practice in the development of the second language curriculum — the planning, needs analysis, objectives, content, structure, and evaluation of second language programs for preschoolers to adults. The course is not an introduction to language teaching methods, but rather assumes that participants have taken such a course previously and/or have significant language teaching experience, which they now wish to consolidate — by studying fundamental issues, current theory and research, recent publications and curriculum initiatives — to develop their professional knowledge and capacities in this area.

E. Piccardo, A. Cumming, Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native

speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider (i) language awareness in first, second, and foreign language education; (ii) the special need for language awareness in L2 contexts; and (iii) the role of language awareness in teacher development.

R. Helms-Park, Staff

CTL3005H Current Issues in Second Language Education

This course will consider current topics relevant to the teaching of second and foreign languages. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.

Staff

CTL3007H Discourse Analysis

This seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis. We will consider language and discourse from the perspective of political economy and the construction of identities.

Attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.

J. Kerekes

CTL3007H Séminaire sur le langage et la communication

Ce cours a pour but d'explorer une conception élargie du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales se construisent en grande partie au moyen du discours, à travers sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu à étudier. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.

N. Labrie

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both

through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

J.P. Cummins

CTL3010H Second-Language Learning

This course examines theory and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.

N. Spada

CTL3011H Bilingual Education and Bilingualism

This course examines bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

Staff

CTL3011H Bilinguisme et éducation

Ce cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et avec les méthodes de recherche qui ont été développées pour en traiter, de façon à pouvoir prendre en compte ces connaissances dans la recherche, l'enseignement ou le développement de matériel pédagogique, que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

N. Labrie

CTL3013H Evaluation de la compétence langagière

“Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.”

Staff

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

A. Cumming

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

A. Cumming and J. Cummins

CTL3018H Politique et aménagement linguistique

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.

N. Labrie

CTL3018H Language Planning and Policy

The study of language politics, language planning and policy-making focuses on how social groups, governments, and other bodies, are involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what “counts” as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. There will be an emphasis on practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate

examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education [RM]

The last forty years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).

Staff

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.

A. Cumming, Staff

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).

Staff

CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education. Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.

A. Gagné

CTL3025H Applied Sociolinguistics in Second Language Education

This course addresses the influences of community, home, school, and cultural heritage on (second) language acquisition and language use. Social and educational implications of language variation are addressed, particularly as they relate to language policy and social and linguistic change. Factors such as gender, ethnicity, race, and socioeconomic background are studied as they relate to language use and perception. The

current status of different language minority groups is considered, and related cultural and pedagogical issues are raised. Students will acquire an understanding of basic concepts, findings, issues, and research methods in sociolinguistics as they relate to second and foreign language learning, teaching, and use. They will develop a sociolinguistic perspective for the teaching and learning of second and foreign languages and obtain experience in the use of sociolinguistic techniques for the description of language in society as it pertains to second language learning, teaching, and use.

J. Kerekes, K. Rehner

CTL3026H Pragmatics in Second Language Education

This course examines theories, research methods, and substantive findings about second language speakers' and learners' pragmatic style and development. Themes to be explored include the relationship between pragmatic and grammatical development, the role of different learning environments (such as study abroad, EFL vs. ESL), options and effects of instruction, individual differences, institutional discourse, cross-cultural politeness studies, electronic communication, and the interrelation of social context, identity, and L2 pragmatic learning. Through the class, students will understand basic concepts, findings, issues, and research methods in interlanguage and cross-cultural pragmatics; develop perspectives on the teaching and learning of second and foreign languages as pertains to the acquisition of pragmatic competence; and investigate in detail a topic related to the field of interlanguage pragmatics.

J. Kerekes, K. Rehner

CTL3797H Practicum in Second Language Education: Master's Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)

Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.

N. Spada

CTL3803H Ethnographic Research in the Language Disciplines

Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

J. Kerekes, M. Heller, T. Goldstein

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL.

Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.

Staff

CTL3807H Second Language Education Research Methods [RM]

For thesis students (MA, PhD, or EdD) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.

A. Cumming, N. Spada

CTL3808H The Role of Instruction in Second Language Learning

This course examines theory and research on the role of instruction in second language acquisition. The central issues to be addressed are the extent to which different types of instructional input and corrective feedback contribute to

second language acquisition (SLA). The extent to which different language features and proficiency levels interact with instructional input is also examined alongside other learner and teacher variables.

N. Spada

CTL3809H Research Seminar in Sociocultural Theory and Second Language Learning

This course is an advanced seminar intended for students who are conducting second language learning research within a sociocultural theory (SCT) of mind framework. It will support students a) in developing their research ideas into a thesis proposal; b) in analyzing, coding and interpreting their data; c) in working through the conclusions and implications of the results of their research. The topics covered will include: SCT and its (in)commensurability with other theories, dynamic assessment, identity, agency, inner speech, private speech, play, classroom-based research, collaborative dialogue, genetic analysis, mediation, internalization, ZPD, etc.

Staff

CTL3997H Practicum in Second Language Education: Doctoral Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.

Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notions de pouvoir et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.

M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school

effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

S. Acker

JTE3803H Ethnographic Research in the Language Disciplines

Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

J. Kerekes, M. Heller, T. Goldstein

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- ◆ Comparative, International and Development Education (CIDE)
- ◆ Graduate Collaborative Program in Women and Gender Studies (CWGS)
- ◆ Knowledge Media Design (KMD)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this *Bulletin* (pages 181 - 195) and the *School of Graduate Studies Calendar*.

Comparative, International and Development Education

Program Director:

Karen Mundy, Adult Education and Counselling Psychology

Contact:

Sylvia Macrae, Program Advisor
Website: www.oise.utoronto.ca/cidec
E-mail: cidec.oise@utoronto.ca

Participating CTL Faculty:

K. Bickmore, A. Cumming, J. Cummins, M. Evans, G. Feuerverger, A. Gagné, R. Gaztambide-Fernández, D. Gérin-Lajoie and M. Kooy

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the MEd, MA, EdD and PhD levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to students who wish to work and live in other cultures or want to better understand the educational and social systems of the many

learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 184 - 187 of this *Bulletin* and on the CIDE Website at www.oise.utoronto.ca/cidec. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

NOTE: Please consult the CIDE Course List at: www.oise.utoronto.ca/cidec

The Curriculum Studies and Teacher Development program (CSTD) and the Second Language Education Program (SLE) will both accept the CIDE1001H Introduction to Comparative, International and Development Education course towards their program requirements.

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this *Bulletin* (pages 184 - 187). Full descriptions for the following seven courses can be found earlier in the CTL section.

- CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
- CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives
- CTL1060H Education and Social Development
- CTL1307H Identity Construction and Education of Minorities
- CTL1312H Democratic Citizenship Education
- CTL1316H Global Education: Theory and Practice
- CTL1318H Teaching Conflict and Conflict Resolution
- CTL1819H Critical Analysis of Multicultural Literature
- CTL1863H Controversial Issues in Development Education
- CTL1864H Methodologies for Comparing Educational Systems [RM]
- CTL3008H Critical Pedagogy, Language and Cultural Diversity
- CTL3015H Seminar in Second Language Literacy Education
- CTL3018H Language, Policy and Planning
- CTL3024H Second Language Teacher Education
- CTL3803H Ethnography for the Language Disciplines

Graduate Collaborative Program in Educational Policy

The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes. Further information is available on page 188 in this Bulletin.

Graduate Collaborative Program in Knowledge Media Design (KMD)

Collaborative Program Administrator: Ana Popa
Location: Faculty of Information, 45 Willcocks St.,
Rooms 306-312
Telephone: 416-946-8515
E-mail: program@kmdi.utoronto.ca
Websites: kmdi.utoronto.ca/graduate
hub.kmdi.utoronto.ca

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program participates in the Knowledge Media Design (KMD) Collaborative Program.

The Knowledge Media Design Institute (KMDI) became part of the iSchool at the University of Toronto on July 1, 2009. The Institute is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Art/Visual Studies (MVS); Faculty of Architecture, Landscape, and Design (ALD); Art/Visual Studies (MVS); Computer Science (CS); Faculty of Information (FI); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); Sociology (SOC); and Theory and Policy Studies/History and Philosophy of Education (TPS).

KMDI's graduate courses attract students interested in the interaction between media, technology, design and society. Project-based courses allow students to work with experts in other fields, gain more insight into complex problems, and learn how to communicate across disciplines. Students also are able to engage in each stage of the design process - brainstorming, prototyping, and evaluation. Projects often become published papers, conference presentations, competition winners, and start-up businesses.

Students have access to a community of scholars and the network of relationships that KMDI coordinates. They gain first-hand experience of a living network of innovation, an environment in which the resources are people and knowledge and the social capital and value that are generated through collaboration.

The Collaborative Program is open to master's and PhD students in the collaborating graduate programs listed above. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMD Collaborative Program.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMD Collaborative Program Director. (See KMD address above.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Further information is available from:

- ◆ The School of Graduate Studies Calendar
- ◆ The student's OISE departmental Liaison Officer
- ◆ The KMD Collaborative Program Office and Websites

Graduate Collaborative Program in Women and Gender Studies (CWGS)

The Department of Curriculum, Teaching and Learning is one of 33 University of Toronto departments which participate in the Graduate Collaborative Program in Women and Gender Studies (CWGS), offering MEd, MA and PhD degree programs. The CWGS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include:

- CTL1011H Anti-Oppression Education in School Settings
- CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues
- CTL1309H Les stereotypes sexuels dans les programmes scolaires
- CTL1312H Democratic Citizenship Education

CTL1313H Gender Equity in the Classroom
CTL1840H Gender Issues in Mathematics, Science, and
Technology
CTL1861H Critical Ethnography [RM]

All programs of study should be planned in consultation with the program advisor in the CTL Department, and with the CWGS Coordinator of Graduate Studies. Further information is also available on page 193 and from the *School of Graduate Studies Calendar*.

Further information is available from:

Marian Reed, Undergraduate & Graduate Administrator
Women and Gender Studies Institute (WGSi) Program
Office
Wilson Hall, New College
40 Willcocks Street, Room 2036, University of Toronto
Telephone: 416-978-3668
Fax: 416-946-5561

Graduate Inquiries E-mail: grad.womenstudies@utoronto.ca
Event Inquiries E-mail: wg.si@utoronto.ca
Website: www.utoronto.ca/wgsi

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in three programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (MA)

Based at the Dr. Eric Jackman Institute of Child Study, an initial teacher education program leading to the Ontario Teacher's Certificate of Qualification and an MA

Developmental Psychology and Education (MA, MEd and PhD)

The MA and PhD degree programs are designed for students who wish to pursue an academic or research-based career. The MEd is designed for the reflective teacher or other practitioner in education or related fields.

◆ **Neuroscience (MA, PhD)**

This Collaborative Program is an additional option for MA and PhD students admitted to the Developmental Psychology and Education program.

School and Clinical Child Psychology (MA and PhD)

A program that provides theoretical, research and professional training in preparation for registration as a Psychologist or Psychological Associate and for research on issues relevant to children, youth and families.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines*. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy.oise@utoronto.ca
Website: hdap.oise.utoronto.ca

For registration information, contact:

Taleah Clarke, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-978-1636
E-mail: taleah.clarke@utoronto.ca

Academic Information

Child Study and Education

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School and Clinical Child Psychology

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Programs and Admissions Coordinator

Lisa Chinchamie
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Chair of the Department

Esther Geva, PhD (Toronto)

Professor

(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Associate Chair of the Department

Earl Woodruff, PhD (Toronto)

Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(*cognition and learning; sociocognitive knowledge building; technology in education*)

Faculty

Mary Louise Arnold, EdD (Harvard)

Associate Professor
(*adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations*)

Xi Chen-Bumgardner, PhD (Illinois)

Associate Professor
(*children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy*)

Ruth Childs, PhD (North Carolina)

Associate Professor and Associate Dean, Innovations & Opportunities
(*educational assessment; psychometric methodology; computerized testing; testing policies*)

Carl Corter, PhD (North Carolina)

Professor and The Atkinson Charitable Foundation Chair in Early Child Development and Education
(*early childhood programs, practice, and policy; Integrated Services for children; Kindergarten education; parenting; parent involvement in schools and early childhood programs; teacher education*)

Joseph Ducharme, PhD (Toronto)

Associate Professor
(*prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training*)

Michel Ferrari, PhD (UQAM)

Associate Professor
(*development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind*)

Patricia Ganea, PhD (Virginia)

Assistant Professor
(*cognitive development; symbolic development; word learning; learning from picture books; pragmatics and social cognition*)

Esther Geva, PhD (Toronto)

Professor, Chair
(*cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation*)

Jenny Jenkins, PhD (London)

Professor, cross-appointed to the Department of Psychology
(*social and emotional development; family interaction; child psychopathology*)

Steven Katz, PhD (Toronto)

Senior Lecturer
(*teacher education; evidence-informed decision-making; networked learning communities; classroom assessment; teacher belief*)

Kang Lee, PhD (New Brunswick)

Professor and Director, Dr. Eric Jackman Institute of Child Study
(*lying in children and adults; face and gaze processing; cognitive-social development; cross-cultural psychology*)

Nancy Link, PhD (Toronto)

Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program
(*personality assessment; emotional development*)

Rhonda Martinussen, PhD (Toronto)

Assistant Professor
(*attention deficit-hyperactivity disorder; learning disabilities; working memory; executive functions; adaptive instruction; reading/writing difficulties; teacher knowledge/practice relating to students with special needs*)

Hazel McBride, PhD (Toronto)

Senior Lecturer
(*special education; teacher training; adolescent suicide; school violence*)

Joan Moss, PhD (Toronto)

Associate Professor
(*children's mathematical development; cognitive development; teaching and learning mathematics - elementary*)

Janette Pelletier, PhD (Toronto)

Associate Professor and Director, Dr. Eric Jackman Institute of Child Study
(*early child development; education and policy; early literacy and cognitive development; parent involvement; family literacy; teachers' beliefs and practices; French immersion*)

Michal Perlman, PhD (Waterloo)

Associate Professor
(*environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law*)

Joan Peskin, PhD (Toronto)

Associate Professor
(*children's theory of mind; expertise in literary reading; cognition and instruction*)

Michele Peterson-Badali, PhD (Toronto)

Professor, cross-appointed to the Centre of Criminology
(youth justice policy; youth offenders; children's rights; competence in legal and medical domains; informed consent)

Katreena Scott, PhD (Western)

Associate Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Rosemary Tannock, PhD (Toronto)

Professor
(attention-deficit/hyperactivity disorder; learning disabilities; language disorders; working memory; time perception; executive function; educational intervention; adaptive instruction; special education)

Richard Volpe, PhD (Alberta)

Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, PhD (Michigan)

Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; psychosocial interventions)

Dale M. Willows, PhD (Waterloo)

Professor
(evidence-based reading/writing instruction; assessment and intervention for reading/writing disabilities; teacher development in literacy education)

Richard Wolfe, BA (Wisconsin)

Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, PhD (Toronto)

Associate Professor, Associate Chair, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, PhD (York)

Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, PhD (Toronto)

Professor, Ryerson University

Jessica Brian, PhD (York)

Co-Director, Autism Research Unit, Hospital for Sick Children

Alister Cumming, PhD (Toronto)

Professor, Department of Curriculum, Teaching and Learning, OISE

Judith Friedland, PhD (Toronto)

Professor, Department of Occupational Therapy, University of Toronto

Joan Grusec, PhD (Stanford)

Professor, Department of Psychology, University of Toronto

Charles Helwig, PhD (California, Berkeley)

Associate Professor, Department of Psychology, University of Toronto

Zeenat Janmohamed, MEd (Toronto)

Executive Director, Atkinson Centre for Society and Child Development, OISE

Daniel Keating, PhD (Johns Hopkins)

Professor, University of Michigan

Sherri MacKay, PhD (Toronto)

Assistant Professor, Department of Psychiatry, University of Toronto

Katharina Manassis, MD (Toronto)

Associate Professor, Department of Psychiatry, University of Toronto

Karen Milligan, PhD (Toronto)

Director of Psychology and Research, Integra

Chris Moore, PhD (Cambridge)

Professor, Dalhousie University

Caroline Roncadin, PhD (York)

Assistant Clinical Professor, McMaster University

Joanne Rovet, PhD (Toronto)

Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, PhD (Toronto)

Professor, Department of Curriculum, Teaching and Learning, OISE

Russell Schachar, PhD (Toronto)

Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, PhD (Cornell)

Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, PhD (Cornell)

Professor, Department of Psychology, University of Toronto at Scarborough

Keith Stanovich, PhD (Michigan)

Professor, status only, Department of Human Development and Applied Psychology, OISE

Jennifer Tackett, PhD (Minnesota)

Assistant Professor, University of Toronto

Margot Taylor, PhD (McGill)

Professor, University of Toronto

Anthony Toneatto, PhD (McGill)

Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, PhD (McGill)

Professor, Department of Psychology, University of Toronto at Mississauga

David A. Wolfe, PhD (South Florida)

Professor of Psychology and Psychiatry, University of Toronto

James Worling, PhD (Toronto)

Consultant Psychologist

Kenneth Zucker, PhD (Toronto)

Professor, Department of Psychology, University of Toronto

**Adjunct Clinical Supervisors
(School and Clinical Child Psychology Program)**

Andrea Adams, PhD (York)

Psychologist, Toronto District School Board

Janice Baker, PhD (Toronto)

Psychologist/Psychoeducational Consultant, Peel District School Board

Art Caspary, PhD (Waterloo)

Head, Psychology Department, Hincks-Dellcrest Centre, Jarvis Site

Rex Collins, PhD (Toronto)

Clinical Director, The Willow Centre

Marcus Feak, PhD (Toronto)

Psychologist, Whitby Mental Health Centre

Joanne Henderson, PhD (Toronto)

Psychologist, Centre for Addiction and Mental Health

Margaret James, MA (Auckland)

Psychoeducational Consultant, Toronto District School Board

Anne Johnson, MA (York)

Psychological Associate, Toronto District School Board

Alisa Kenny-Bridgman, PhD (Toronto)

Psychologist, Integra

Peter Mallouh, PhD (Toronto)

Psychologist, Toronto District School Board

Fran Mastovas, DipCS (Toronto)

Psychoeducational Consultant, Toronto Catholic District School Board

Mona McLean, PhD (Toronto)

Consulting Psychologist, Toronto Catholic District School Board

Nozomi Minowa, PsyD (Massachusetts School of Professional Psychology)

Psychologist, Surrey Place Centre

Michelle Neufeld, PhD (Toronto)

Psychologist, Trillium Health Centre

Susannah Power, PhD (Toronto)

Psychologist/Psychoeducational Consultant, Toronto Catholic District School Board

Lorna Sugar, PhD (York)

Psychologist, Lakeridge Health Oshawa

Deborah Urquhart, MA (Toronto)

Psychological Associate, Toronto District School Board

Diane Warling, PhD (Toronto)

Psychologist, Hamilton Child and Adolescent Service

Christine Wasson, PhD (Toronto)

Psychologist/Psychoeducational Consultant, Toronto District School Board

Steve Webne, PhD (Auburn)

Psychologist, Shoniker Centre

Pamela Wilansky-Traynor, PhD (York)

Psychologist, Centre for Addiction and Mental Health

Susan Yabsley, PhD (University College, London)

Psychologist, Hincks-Dellcrest Centre

Debby Zweig, PhD (Minnesota)

Coordinator, Child and Family Services, York Central Hospital

Child Study and Education Practicum Coordinator

Ronna Kluger, MEd (Boston)

Laboratory School Staff

(based at the Dr. Eric Jackman Institute of Child Study)

Elizabeth Morley, BA, DipCS (Toronto), Principal
Richard Messina, BEd (Toronto), Vice Principal

Chriss Bogert, MA (Toronto)
Lorraine Chiarotto, MA (Toronto)
Julie Comay, PhD (Toronto)
Zoe Donoahue, MEd (Toronto)
Christel Durand, FTCert (Toronto)
Cindy Halewood, BEd (Toronto)
Russell Hersen, BFA (York)
Una Jevtic, MA (Toronto)
Judith Kimel, MA (Toronto)
Norah L'Espérance, MA (Toronto)
Michael Martins, MA (Toronto)
Julia Murray, MA (Toronto)
Sarah Murray, BFA (Columbia)
Ben Peebles, MA (Toronto)
Tara Rousseau, MA (Toronto)
Suzanne Schwenger, MSW (Toronto)
Robin Shaw, DipCS (Toronto)
Renée Smith, BA, Dtrl. (Toronto)
Krista Spence, MA (Toronto)
Carol Stephenson, DipCS (Toronto)

Lab School Administrative Staff

Nancy Boudreau
Holly Huizenga

University Professor Emeritus

David R. Olson, PhD (Alberta)

Professors Emeriti

Janet W. Astington, PhD (Toronto)
Andrew Biemiller, PhD (Cornell)
Carl Bereiter, PhD (Wisconsin)
Betty Flint, MA DipCS (Toronto)
Jennifer Hardacre, EdD (Nova)
Marc Lewis, PhD (Toronto)
Carol Musselman, PhD (Michigan)
Keith Oatley, PhD (London)
Denis Shackel, PhD (Toronto)
Conchita Tan-Willman, PhD (Minnesota)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the MEd program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the MEd program in September, or January.

As HDAP's three programs offer very different experiences and career paths, applicants are strongly encouraged to carefully select the program to which they wish to apply. HDAP does not support requests to transfer between programs.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants should also include the name(s) of potential supervisor(s) whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 208 - 211.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 198 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

NOTE: The requirements for licensing teachers in Ontario are based on the Ontario College of Teachers professional standards and on Ontario law. In order to be licensed as a teacher in Ontario, candidates must be Canadian citizens or permanent residents, or have a valid work permit issued by the federal government.

Admission Requirements

Admission to the two-year MA requires an appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in the final year) from a recognized university. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

- 1) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
- 2) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

NOTES:

- 1) Applicants to the Master of Arts in Child Study and Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth), are not required at the time of application for admission. However, these may be required subsequently. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be subsequently required.
- 2) A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program. See page 21 for more information.

Degree Requirements

The two-year MA requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

- HDP2200 Child Study: Observation, Evaluation, Reporting, and Research
- HDP2201 Childhood Education Seminar
- HDP2210 Introduction to Curriculum I: Core Areas
- HDP2220 Teaching Practicum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

Academic Term

In addition to one academic term elective half-course, the following required courses are to be taken:

- HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Mathematics
HDP2214 Introduction to Curriculum II: Special Areas

Internship Term

In addition to one internship term elective half-course, the following required courses are to be taken:

- HDP2202 Childhood Education Seminar II: Advanced Teaching
HDP2221 Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, in addition to their regular electives (fee applies). Students interested in this option should contact the Continuing Education Department at OISE.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

Special Education

Students planning a career in Special Education may consider Special Education as a focused area of study. Such students may opt to include a six-week placement in a Special Education setting in their first year of study. All students are strongly encouraged to elect HDP2280H (Introduction to Special Education and Adaptive Instruction) along with another recommended special education elective. A one-day mandatory workshop will be included in an optional condensed Special Education Part I Additional Qualifications (AQ) course at OISE following successful completion of the program.

Early Childhood

Students interested in Kindergarten and Early Childhood programs may consider Early Childhood as a focused area of study. Such students may also wish to apply for ECE equivalency after completing the program (fee applies). Please refer to the HDAP Program Guidelines for detailed ECE equivalency information.

NOTE: Current policy may be subject to change.

Qualifying Research Paper

Students planning further OISE graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP), normally under the supervision of a qualified faculty member at ICS. Those planning to complete a QRP who have not studied statistics at the undergraduate level must elect HDP1287 (Introduction to Applied Statistics). Students without a strong empirical research methods background (statistics, measurement, research design) may elect HDP1209 (Research Methods and Thesis Preparation) in their first year of study. It is advisable to identify a supervisor and second reader, to complete the QRP proposal and to submit an ethics form by the end of the first year of the program. In the second year of the program, students working on a QRP may elect HDP2252 (Individual Reading and Research).

As it can be difficult to complete the QRP requirement while focusing on Special Education and/or Early Childhood, courses may be taken in the Summer Session between the first and second year of the program.

NOTE: Successful completion of a QRP does not guarantee acceptance into an OISE doctoral degree program. Students must submit an application for the doctoral degree program.

Developmental Psychology and Education Program

This Program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; cognition and instruction (language, literacy and mathematics); special education and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

Master of Arts

The MA degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the MA requires a preparation equivalent to an appropriate bachelor's degree with high academic standing (equivalent to at least **A- or better**) from a recognized university. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in another discipline relevant to their specific program of study, are also eligible to apply for admission. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The one-year MA is comprised of six half-courses and a thesis and is undertaken on a full-time basis.

Required courses:

- HDP1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
- HDP1288 Intermediate Statistics and Research Design [RM]
- HDP2252 Individual Reading and Research in HDAP: Master's Level

Students must take additional courses from the MA required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development are required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses. Students who have not had a previous course in statistics are required to take HDP1287 (Introduction to Applied Statistics) or an equivalent in addition to their six half-courses.

Master of Education

The MEd degree program is designed primarily for students who are teaching in the school system or working in early childhood education settings, in community literacy programs or in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the MEd degree program requires a preparation equivalent to an appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in the final year) from a recognized university. Applicants are required to submit two letters of recommendation (one academic and one professional).

Degree Requirements

The MEd program of study is comprised of ten half-courses and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

- HDP1200 Foundations of Human Development and Education
- HDP2293 Interpretation of Educational Research [RM]

Students who have not had a previous course in human development are required to take HDP1201 (Child and Adolescent Development) or an equivalent, as part of their ten half-courses.

Doctor of Philosophy

The PhD degree program emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and for careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

The Developmental Psychology and Education program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option for which they are applying.

Admission Requirements

Admission to the full-time PhD degree program requires preparation equivalent to an appropriate bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental

Psychology or Child Study with high academic standing (equivalent to an **A- or better** in the master's degree) from a recognized university. Applicants with master's degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible PhD must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer's leave policy or study incentive system).

Degree 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 is comprised of six half-courses, a comprehensive requirement and a thesis. Required courses (to be taken in the first year) are:

HDP3200 Research Proseminar on Human Development and Applied Psychology

plus

an intermediate or higher level statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology are required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Students who have not taken the equivalent of HDP1288 (Intermediate Statistics and Research Design) are required to take that course in addition to their six half-courses.

Collaborative Programs

Collaborative Program in Educational Policy

The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes. Further information is available on page 188 in this Bulletin.

Collaborative Program in Neuroscience

The Program in Neuroscience (PIN) offers the MA and PhD degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology. For more detailed information about this and other OISE collaborative programs, see pages 181 - 195 of this *Bulletin*.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the Canadian Psychological Association in school and clinical psychology. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

Our training model includes three fundamental principles with regard to content and processes of instruction:

- 1) A central feature of the SCCP program is that we are training candidates to become competent in school psychology and clinical psychology with an emphasis on children, youth, and families. We are convinced that integrated training in school and clinical psychology facilitates the development of highly competent psychologists who work effectively across diverse settings.
- 2) Our training model also reflects the belief that empirically based knowledge in psychology should inform professional training and, at the same time, applied research should be informed by professional experience. The goal is to develop professionals who are clinically competent and intellectually curious, and who are able to conduct applied and theoretical research relevant to the practice of psychology, use research to critically inform practice, and to provide services that enhance the well being of children, youth and families.
- 3) We believe that students must have a solid understanding of normal development, appreciate the diverse individual learning, social, and emotional needs and behaviours of children and adolescents, and understand that these needs and behaviours must be understood within the larger context of the family, the school, and the social and cultural environment in which they live.

The curriculum of the SCCP Program is designed to establish a strong foundation of core knowledge and skills early in the program, with students free to specialize later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The MA degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic. In the second year, students have a practicum experience of a minimum of 250 hours.

Admissions Requirements

Admission to the MA requires preparation equivalent to an appropriate bachelor's degree in Psychology with high academic standing (equivalent to at least **A- or better**) from a recognized university. The psychology component of a four year degree is generally defined as a minimum of six full courses (or equivalent) in psychology, including:

- ◆ three full courses (or equivalent) in psychology at the senior level (third or fourth year)
- ◆ one full course (or equivalent) in research methods/statistics

Most applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to the two required academic letters of recommendation, a letter from an applied setting.

Degree Requirements

The MA program of study is comprised of 10 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

- HDP1215H Psychological Assessment of School-Aged Children
- HDP1216H Psychoeducational Assessment
- HDP1219H Ethical Issues in Applied Psychology
- HDP1220H Introduction to School and Clinical Child Psychology
- HDP1285H Psychology and Education of Children with Learning Disabilities

Required courses to be taken in the second year, are:

- HDP1218H Seminar and Practicum in Assessment
- HDP1236H Developmental Psychopathology

Required course to be taken in the first or second year is:

- HDP1288H Intermediate Statistics and Research Design

In consultation with their advisors, students are also **required** to take one of the following courses on cognitive/affective bases of behaviour:

- JDS1233H Cognitive Development and Applications
- HDP1234H Foundations of Cognitive Science
- HDP1237H Cognitive Development and Learning
- HDP1299H Language Acquisition and Development

NOTE: Students who have 1.0 full-course equivalent in cognitive/affective bases of behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement.

For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, HDP1287 (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum placements.

Doctor of Philosophy

Like the MA above, the PhD degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the PhD would assume positions of greater professional and administrative responsibility than would graduates of the MA. They would be engaged in activities

that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The PhD is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the PhD requires preparation equivalent to an appropriate bachelor's degree in Psychology, and an MA in School and Clinical Child Psychology or its equivalent. The usual admissions standard is standing equivalent to an **A- or better** (in the master's degree) from a recognized university. A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the MA was not equivalent to the University of Toronto MA in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

NOTE: Although students in the MA in SCCP are given priority over other applicants when applying to the PhD, continuation from the MA to the PhD is not automatic. Demonstration of a high level of competence and commitment is required.

Applicants are required to submit two academic and one professional letter of recommendation.

Degree Requirements

The PhD program of study is comprised of eleven half-courses (including a doctoral practicum course and a 1600 hour internship), a comprehensive examination and a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to:

- ◆ complete the comprehensive examination by the end of their required period of full-time study
- ◆ receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- ◆ consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum and internship placements.

To complete the PhD program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses:

- HDP3222Y Approaches to Psychotherapy Across the Lifespan
 HDP3240H Advanced Social and Emotional Assessment Techniques
 HDP3241H Seminar and Practicum in Assessment and Intervention with Children
 HDP3242Y Internship in School and Clinical Child Psychology

Normally, HDP3222Y is taken in the first year of the PhD, HDP3241H in the second year of the PhD, and HDP3242Y in the final year of the PhD

plus

one full-course equivalent from the Instructional Interventions menu (see the Program Guidelines for course lists)

and

one half-course from each of the following menus (see the Program Guidelines for course lists).

- ◆ Psychosocial Intervention
- ◆ Social Bases of Behaviour
- ◆ Biological Bases of Behaviour

NOTE: Students who have 1.0 full course equivalent in Social Bases of Behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement. Students who have 1.0 full course equivalent in Biological Bases of Behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement.

In addition to these requirements, students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The

MA in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The PhD in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
 College of Psychologists of Ontario
 110 Eglinton Avenue West, Suite 500
 Toronto, Ontario M4R 1A3
 Telephone: 416-961-8817
 Telephone: 1-800-489-8388
 Fax: 416-961-2635
 E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.

Staff

HDP1201H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.

K. Lee and Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals

with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).

Staff

HDP1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.

J. Pelletier and Staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course HDP 1216.

M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.

M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and

residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.

J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the MA student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second MA year. Students are expected to consult with Dr. Link to arrange a practicum placement.

Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.

N. Link

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practiced with a variety of case examples in the context of small- and large-group discussion.

M. Peterson-Badali

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year.

J. Wiener

HDPI234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.

Staff

HDPI236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

NOTE: Open to MA and PhD students in SCCP and DPE. Others by permission of the instructor.

J. Jenkins

HDPI237H Development and Learning

This course will cover theories and models of development that are relevant to how people learn. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas. The course also examines motivation to learn, the development of higher order thinking, and communities of learning, both in terms of social and cultural contexts.

J. Peskin

HDPI238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

HDPI241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a

published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)

Staff

HDPI249H Social-Emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.

M. Perlman and Staff

HDPI256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

K. Scott and R. Volpe

HDPI259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

C. Corter and Staff

HDPI260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.

NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

M. Peterson-Badali

HDPI265H Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional

influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

M.L. Arnold, R. Volpe and M. Lewis

HDPI272H Play and Education

A series of seminars dealing with the definition of the term “play” and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

NOTE: This course is intended primarily for Child Study and Education students and MEd students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.

Staff

HDPI279H Preventative Interventions for Children at Risk

This course examines evidenced based efforts to prevent problems that place children and youth at risk. Focus will be on ways of reducing risk and increasing protective factors. Coverage includes interventions that effectively deal with health, social, and educational issues impacting well being and life chances. Poverty, chronic illness, and intentional and unintentional injury are some of the areas surveyed.

R. Volpe and Staff

HDPI284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.

NOTE: This course is intended primarily for Child Study and Education students and MEd students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.

J. Jenkins and Staff

HDPI285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and MEd students with an interest in adaptive instruction and special education.

J. Wiener

HDPI287H Introduction to Applied Statistics [RM]

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t-test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.

NOTE: Students who have previously taken CTL2004 are prohibited from taking this course.

R. Childs, G. Hong, R.G. Wolfe, or Staff

HDPI288H Intermediate Statistics and Research Design [RM]

Survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.

NOTE: This course is intended primarily for OISE/UT students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.

Prerequisite: HDP1287 or equivalent.

R. Childs, G. Hong, R.G. Wolfe, or Staff

HDPI289H Multivariate Analysis with Applications [RM]

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.

NOTE: Students who have previously taken CTL2809 are prohibited from taking this course.

Prerequisite: HDP1288 or equivalent.

R.G. Wolfe

HDPI291H Structural Equation Modeling [RM]

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural equation modeling, students will be introduced to causal

inference theories and techniques including propensity score matching and stratification, inverse-probability-of-treatment weighting (IPTW), selection models, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.

NOTE: Students who have previously taken CTL2011 are prohibited from taking this course.

Prerequisite: HDP1288 or equivalent.

G. Hong

HDP1292H Instrument Design and Analysis [RM]

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.

NOTE: Students who have previously taken CTL2801 or HDP1292H are prohibited from taking this course.

Prerequisite: HDP1287 or equivalent.

R. Childs

HDP1293H Applied Research Design and Data Analysis [RM]

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.

NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.

Prerequisite: HDP1288 or permission of the instructor.

R. Childs

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.

Staff

HDP2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-

researcher and issues in connecting research and practice will be emphasized.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

J. W. Astington, C. Corter, R. Volpe and Staff

HDP2201H Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Dr. Eric Jackman Institute of Child Study. There are four practicum sessions, each providing 72 hours of practicum experience in 4, six-week, half-day blocks.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

Staff

HDP2210Y Introduction to Curriculum I: Core Areas

A study of education techniques and the role of the teacher in designing, implementing and evaluating curricula for children aged three to twelve. Basic areas of the elementary curriculum are introduced, including designing educational programs, early childhood, language and literacy, mathematics and science.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

J. Moss, J. Pelletier, D. Willows, E. Woodruff and Staff

HDP2211H Theory and Curriculum I: Language and Literacy

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

D. Willows and Staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

J. Moss and Staff

HDP2214H Introduction to Curriculum I: Special Areas

This course will provide students with an introduction to a broad range of curriculum areas important to elementary education. These areas include health education, social studies, environmental education, the arts (music, drama, art), and physical education. Students will also have the opportunity to examine issues related to diversity and equity, school law, and the application of technology across the curriculum. This course will also enhance students' understanding of curriculum integration. The course will discuss how to design and implement instruction in these areas that is consistent with the learning expectations in the Ontario Curriculum (early childhood, primary, and junior years).

Prerequisite: HDP2210Y

Staff

HDP2220H Teaching Practicum

First year Child Study and Education students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Dr. Eric Jackman Institute of Child Study. There are four practicum sessions, each providing 72 hours of practicum experience in four, six-week, half-day blocks.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

Staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Dr. Eric Jackman Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.

NOTE: This course is open only to students in the MA in Child Study and Education program.

R. Kluger and Staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

NOTE: This course is normally open to students in the MA in Child Study and Education program only.

Staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.

Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.

R. Martinussen and Staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents; educational programs in regular and special classes.

Staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

Prerequisite: HDP2280H or equivalent

E. Geva and H. McBride

HDP2293H Interpretation of Educational Research [RM]

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.

Staff

HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

NOTE: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

D. Willows and Staff

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course provides a doctoral-level survey of developmental psychology and the role of formal education in human development. At the end of the course, students are expected to have sufficient knowledge of the history and theories of developmental psychology and the role of education in development to be able to teach an introductory course in developmental psychology and education.

Staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe and Staff

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

M. Ferrari and R. Volpe

HDP3205H Social and Moral Development

This course examines theoretical perspectives and contemporary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include: distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and sociomoral reasoning); aspects of social and moral experience (e.g., peer relations, prosocial behaviour); and political dimensions of interpersonal relations (e.g., social responsibility, prejudice) and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.

NOTE: Open to MA and PhD students SCCP and DPE. Others by permission of the instructor.

M.L. Arnold

HDP3208H Adolescence

This course focuses on the distinguishing characteristics of development during the adolescent years as depicted in evolving psychological theory and contemporary research. Broad themes will include: adolescent thinking and decision-making; self-concept and identity formation; interpersonal relations, socio-moral development, and values acquisition; sexuality and health; and the role of gender and culture in shaping adolescent experience. The course is intended for students whose research focuses on adolescents and those who are working with adolescents in educational, clinical, and social contexts.

NOTE: Preference will be given to HDAP students. Students who have already taken HDP3208: A Research Seminar in Adolescent Development are not allowed to take this course.

M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.

NOTE: Permission of the instructor is required.

E. Geva

HDP3222Y Approaches to Psychotherapy Across the Lifespan

The educational goals of this course are to: 1) develop a basic understanding of the major theoretical approaches in psychotherapy and to 2) develop basic psychotherapy skills. Focus of classes will vary, with some classes covering mostly theoretical information and others covering mostly practical skills. In addition, students will observe and, to the extent possible, take part in the provision of group and individual intervention services.

NOTE: Students who have previously taken HDP1222H are not allowed to take this course. Restricted to SCCP students only, others by permission of the instructor.

Staff

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

NOTE: Open to PhD students and SCCP. Others by permission of the instructor.

J. Ducharme

HDP3225H Developmental Trajectories and High Risk Environments

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.

NOTE: Open to students in the PhD program in DPE and SCCP. Others by permission of the instructor.

J. Jenkins

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology [RM]

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.

Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.

M. Ferrari and Staff

HDP3227H Multi-Level Modeling in Social Scientific and Educational Research [RM]

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher improvement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", resolves the dilemma of "units of analysis". More importantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models,

growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own research contexts.

Prerequisite: HDP1287 or equivalent

G. Hong

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will discuss cognition-emotion interaction and the development of this interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with some grounding in the neural basis of emotion. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.

M. Lewis

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.

Staff

HDP3231H Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. In keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory. That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and /or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.

Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.

Staff

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent.

These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year.

NOTE: Open to School and Clinical Child Psychology students only.

Prerequisites: HDP1216 or equivalent and HDP1218 or equivalent and permission of the instructor.

N. Link

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the PhD students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.

NOTE: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.

Prerequisite: 1218 or equivalent and permission of the instructor.

N. Link

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1600 hour placement completed in the third or fourth year of doctoral study.

Prerequisites: HDP3241H and permission of instructor.

N. Link

HDP3243H Additional PhD Practicum

This optional practicum course is an additional practicum course that is available to School and Clinical Child Psychology (SCCP) program students at the PhD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. Students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment: 1) There is a signed agreement between the supervisor and the students with regard to the new skills that the student will acquire. 2) For each registration, the student must remain in the placement for a minimum of 100 hours to ensure that the supervisor has had ample time to observe and evaluate. 3) The total of clinical hours accrued in this open practicum course must not exceed 500 hours

N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.

Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.

J. Jenkins and Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

Staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in human emotion and self-regulation and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.

M. Lewis

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.

NOTE: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.

Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.

J. Wiener

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific

disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.

J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychologists.

NOTE: This course is normally limited to students in the PhD program in SCCP and DPE. Others by permission of the instructor.

Staff

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.

Staff

HDP5284Y Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties.

Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.

NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.

E. Geva

HDP5298H Special Topics in Special Education and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.

Staff

JDS1233H Cognitive Development and Applications

This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and findings from infancy to adolescence is assumed. We cover those topics that are currently consuming significant research interest among cognitive developmentalists. These topics currently include concepts and conceptual change in infants, core domains in conceptual development, the organization of action in infancy, the onset of symbolic functioning, memory development, the use of the imagination, theory formation as a model for conceptual change, and scientific reasoning.

M. Lewis & Staff

JDS3000H Advanced Methods in Developmental Science [RM]

The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately twelve topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in that particular area.

Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives. (Offered jointly by OISE, the Faculty of Social Work and the Department of Psychology)

C. Corter (Coordinator)

Sociology and Equity Studies in Education (SESE)

Département de sociologie et d'études de l'équité en éducation

Sociology and Equity Studies in Education is an interdisciplinary graduate social science program founded in the sociology of education. It is concerned with forms of social relations as they appear in specific historical, cultural, and political contexts. The department focuses on identifying new relationships and making connections by asking significant questions within and across disciplines. SESE addresses theoretical and empirical problems regarding in/equity in educational spaces broadly conceived, such as schools, universities, workplaces, government, unions, media, public culture, and communities.

The examination of social relations, knowledge, and power in these educational spaces is crucial to questions of justice in everyday life. In the face of these questions, learning to teach and teaching to learn take on new promise, particularly in relation to curricular and pedagogical possibilities.

SESE engages with established and emergent questions and debates in research on, and at the intersections of, anti-racism and critical race theory, culture and communication, feminism and gender, work and learning, class and poverty, aboriginal and indigenous studies, and francophone studies. Postcolonial and anti-colonial, diaspora and transnational, queer, and disability studies also constitute growing areas of inquiry. SESE is particularly strong in a range of empirical methodologies including interpretive, textual, and discourse analyses; ethnographic and historical research; and other qualitative approaches.

SESE supports and encourages student, staff, and faculty involvement in activist and political spaces, and facilitates academic connections with other intellectual communities beyond the department. These activities demonstrate a collective commitment to making SESE a space for interdisciplinary learning and praxis.

The department offers MEd, MA, EdD, and PhD degrees in the field of Sociology in Education. Faculty participate in several interdepartmental research centres, collaborative programs, and the OISE initial teacher education program. SESE is organized as a constitutional democracy with a General Assembly of faculty, staff, and students, and several standing committees, which provide for policy and decision-making in departmental operations.

General Information

For application information and forms, visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Ruth Rogers, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1654
E-mail: ruth.rogers@utoronto.ca

Academic and Departmental Information

For academic and departmental information, visit the SESE Website: www.oise.utoronto.ca/sese

If you require further application information, contact:
Kristine Pearson, 416-978-0397
E-mail: kristine.pearson@utoronto.ca

Chairs and Coordinating Faculty

Rinaldo Walcott, PhD (Toronto)

Associate Professor, Chair
(*critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies*)
rinaldo.walcott@utoronto.ca

Tanya Titchkosky, PhD (York)

Associate Professor, Associate Chair and Graduate Coordinator, SESE

(disability studies; interpretive methods of social inquiry; feminist and phenomenological theories of the body; sociology of knowledge; contemporary social theory; the meaning of access)

tanya.titchkosky@utoronto.ca

Faculty**Martin Cannon, PhD (York)**

Assistant Professor

(history of the Indian Act and Indian policy; racism and gender inequality; colonialism and decolonization; Indigenous Knowledge in education; social structure and change)

martin.cannon@utoronto.ca

Roland Sintos Coloma, PhD (Ohio State)

Assistant Professor

(empire, transnationalism and diaspora; race, gender and sexuality; history and theory; Filipinalo and Asian Canadian Studies)

roland.coloma@utoronto.ca

Kari Dehli, PhD (Toronto)

Professor

(feminist studies of knowledge and education; historical sociology; cultural studies and communication; social and political thought; government, power, politics and subjectivity)

kari.dehli@utoronto.ca

George J. Sefa Dei, PhD (Toronto)

Professor, cross-appointed to the Department of Anthropology, University of Toronto

(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)

george.dei@utoronto.ca

Diane Farmer, PhD (Toulouse-Le Mirail)

Assistant Professor and Center Head of the Franco-Ontarian research centre (CREFO)

(sociology of education; sociology of childhood; ethnographic school-based research; Pierre Bourdieu; inequities in education; Francophone Studies; French-Language minority schools and immigration; Francophone immigration; school, family and community relations)

diane.farmer@utoronto.ca

Monica Heller, PhD (California, Berkeley)

Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne

(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)

monica.heller@utoronto.ca

C. Paul Olson, MA (Princeton)

Associate Professor

(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

polson@oise.utoronto.ca

Sherene H. Razack, PhD (Toronto)

Professor

(critical race studies; feminism; human rights; law; Aboriginal issues; violence)

sherene.razack@utoronto.ca

Peter Sawchuk, PhD (Toronto)

Associate Professor

(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory; Marxist theory)

peter.sawchuk@utoronto.ca

Njoki Nathani Wane, PhD (Toronto)

Professor

(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)

njoki.wane@utoronto.ca

Terezia Zoric, MA (York)

Senior Lecturer, cross-appointed to the Department of Theory and Policy Studies

(school policy; social diversity; equity; teacher education; citizenship)

tzoric@oise.utoronto.ca

Associated Faculty**Jacqui Alexander, PhD (Tufts)**

Professor, cross appointed from the Women and Gender Studies Institute, New College, University of Toronto

(transnationalism, feminism, post-colonialism)

jacqui.alexander@utoronto.ca

Deborah Harrison, PhD (York)

Professor (ret'd) & Adjunct Professor of Sociology, University of New Brunswick (Fredericton)

(gender & militarism, military families, violence against women, institutional ethnography)

harrison@unb.ca

Rod Michalko, PhD (UBC)

Lecturer, Equity Studies, New College, University of Toronto; Graduate Studies - York University, University of New Brunswick, University of Toronto

(disability studies; sociology of the body; sociology of sport; contemporary social theory)

rod.michalko@utoronto.ca

Roxana Ng, PhD (Toronto)

Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
roxana.ng@utoronto.ca

D. Alissa Trotz, PhD (Cambridge)

Associate Professor, cross-appointed from Women and Gender Studies Institute, University of Toronto
da.trotz@utoronto.ca

Professors Emeriti/Retired Faculty

Sandra Acker, PhD (Chicago)
Margrit Eichler, PhD (Duke)
Michael Fullan, PhD (Toronto)
Edward B. Harvey, PhD (Princeton)
Helen Lenskyj, PhD (Toronto)
David W. Livingstone, PhD (John Hopkins)
Ruth Roach Pierson, PhD (Yale)
Roger I. Simon, PhD (Yale)
Dorothy E. Smith, PhD (California, Berkeley)

Centres

Three special interest research centres are presently based in the Department:

- ◆ Centre for Integrative Anti-Racism Studies
Website: www.oise.utoronto.ca/ciars/index.html
- ◆ Centre for the Study of Education and Work
Website: www.csew.ca/index.html
- ◆ Centre for Media and Culture in Education
Website: cmce.oise.utoronto.ca/

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE:

- ◆ Centre for Women's Studies in Education
Website: www.oise.utoronto.ca/cwse/
- ◆ Centre de recherches en éducation franco-ontarienne
Website: crefo.oise.utoronto.ca/

Les études francophones s'intéressent aux pratiques éducatives, sociales et langagières des francophonies en Ontario, au Canada et dans le monde. Il est question du contexte de l'éducation en milieu minoritaire et de la sociologie de l'éducation, plus largement, des politiques linguistiques, ainsi que de la construction des différences liées à la langue, la race, l'ethnicité, le genre, la sexualité, les classes sociales, le handicap, et autres.

Francophone studies in education examines the educational, social, and linguistic aspects of francophone life in Ontario, Canada, and around the world. Emphasis is placed on understanding scholastic and social inequalities and the construction of differences through language, race, class, gender, sexuality and disability.

For more detailed information about these and other OISE research centres, see pages 200 - 204 of this *Bulletin*.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 200 - 204.

- ◆ Critical Pedagogy and Cultural Studies
- ◆ Études francophones en éducation
- ◆ Learning and Work
- ◆ Women's Studies/Feminist Studies

Collaborative Programs

Students in the Department of Sociology and Equity Studies in Education can participate in various collaborative programs within OISE and across the University. For complete details, please see pages 181 - 195.

- ◆ Aboriginal Health
Website: www.cpah.ca
- ◆ Comparative, International and Development Education
Website: www.oise.utoronto.ca/cidec
- ◆ Diaspora and Transnational Studies
Website: www.utoronto.ca/cdts/graduate.html
- ◆ Educational Policy
Website: www.oise.utoronto.ca/tps/Programs/Educational_Policy
- ◆ Environmental Studies
Website: www.environment.utoronto.ca/Graduate.aspx
- ◆ Ethnic and Pluralism Studies
Website: www.utoronto.ca/ethnicstudies/graduate.html
- ◆ Sexual Diversity Studies
Website: www.uc.utoronto.ca/content/view/284/1809
- ◆ South Asian Studies
Website: www.utoronto.ca/csas
- ◆ Women and Gender Studies
Website: www.utoronto.ca/iwsgs
- ◆ Workplace Learning and Social Change
Website: www.oise.utoronto.ca/depts/sese/collab/wlsc.html

Degree Requirements

The programs leading to MEd, MA, EdD, or PhD degrees may be undertaken as follows:

The MEd degree may be pursued on a full-time or part-time basis under Option IV (ten half-courses) with other specific requirements as stated in the individual offer of admission. This degree program has a unique professional character and is distinct from the MA in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. The program provides a research basis that is suitable for application to further graduate studies at the doctoral level.

NOTE: Transfer to the MEd Options II or III is possible, if the student develops a research proposal for a Major Research Paper (Option II) or for a thesis (Option III). Transfer is a Departmental Admissions Committee decision, however, and is only approved in rare occasions.

The MA degree may be pursued full-time or part-time and requires a thesis.

The EdD degree may be pursued on a full-time or part-time basis with specific course requirements (stated in the offer of admission). Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

This degree program has a unique professional character and is distinct from the PhD in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. In keeping with this focus, beginning in 2006-07 academic year, all EdD students are required to complete the 'Practicum in Sociology and Equity Studies in Education' (half-course), SES3997.

PhD students must maintain full-time status throughout their program of study (See Minimum Admission and Degree Requirements section, pages 22 - 29). All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course (SES1913) prior to comprehensive examination.

The Department admits a small number of students to the Flexible-time PhD. The flexible-time PhD differs from the full-time PhD only in design and delivery. Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the standard full-time PhD option. However, in addition, applicants to the

flexible-time PhD have demonstrated that they are active professionals engaged in activities relevant to their proposed program of study or that they have been active professionals who intend to return to their professions at some point during or after they have completed their study. Flexible-time PhD students register full-time during the first four years, and may request part-time during subsequent years of the program. Flexible-time PhD students must complete the requirements of their degree within 8 years.

Both the EdD and the PhD require a dissertation but the PhD requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which **must be** taken in the department will vary by the type of degree (PhD, MEd, etc.). The minimum number of half-courses which must be taken in SESE is listed in the table below.

| Degree | Total # of courses required | Minimum # of courses in SESE required |
|-----------------------|-----------------------------|---------------------------------------|
| MEd Option II | 8 half-courses | 4 half-courses |
| MEd Option III | 6 half-courses | 3 half-courses |
| MEd Option IV | 10 half-courses | 5 half-courses |
| MA | 6 half-courses* | 4 half-courses |
| EdD | 8 half-courses* | 4 half-courses |
| PhD | 6 half-courses* | 4 half-courses |

* In certain cases, additional courses may be required.

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming

students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE. Although there are no required courses unless stipulated in the student's letter of offer, it is recommended that new students take appropriate courses in methods and theory as well as courses in their preferred research areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 or SES2900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- ◆ a designated faculty advisor for each student (assigned to the student upon admission)
- ◆ a supervisor (to be recruited by the student) for theses, dissertations and MRP's
- ◆ independent study and research courses
- ◆ access to related courses in other graduate departments
- ◆ course outlines and evaluations
- ◆ a speaker's series
- ◆ the SESE website <www.oise.utoronto.ca/sese>, which includes information about departmental and OISE organization, facilities, and resources
- ◆ notices and information via e-mail through the departmental e-mail student Listserv

In addition, some faculty members run thesis support groups for their students.

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. MEd and EdD applicants must have the equivalent of twelve months professional experience. MA and PhD candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 22 - 29), applicants are required to submit the following:

- a) applicants **must** list at the top of the statement of intent at least one (or more) faculty member(s) whose work is of the greatest interest
- b) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study in the Department.

- c) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
NOTE: MEd applicants may supply one academic and one professional reference letter
- d) at least one sample of written work in or related to the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the Department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. Des cours sur place et en ligne sont offerts en français. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Master's students may enroll in the 3900 courses with the permission of the instructor.)

NOTE: The *Graduate Studies Course Schedule*, available on-line at: <www.oise.utoronto.ca/ro> will record full descriptions of the 2012-13 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
D. Farmer

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1902H Introductory Sociological Research Methods in Education [RM]

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SESI905H Qualitative Approaches to Sociological Research in Education [RM]

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

M. Heller

SESI909H Environmental Sustainability and Social Justice I

The premise on which this course is based is that social equity and environmental sustainability are necessarily and inextricably intertwined. After clarifying key concepts such as environmental justice, we will analyze the current unsustainable way in which Canada as a society, as well as the world as a whole, are organized, including climate change, water and food access and quality, energy generation and consumption, BMO's, population growth. We will also explore positive examples of how to deal with these issues.

Staff

SESI911H Sociologie de l'éducation inclusive

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation inclusive. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.

Staff

SESI912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

K. Dehli and R.S. Coloma

SESI915H Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be

considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.

R. Walcott

SESI919H Environmental Sustainability and Social Justice

This course builds on the assumption that social justice and environmental sustainability are intertwined. It explores the interconnections among environmental problems and capitalism, patriarchy, racism, and other forms of domination. Participants will be encouraged to analyze the social, economic, and environmental dimensions of (in)justice in diverse contexts within frameworks that recognize the salience of social identities, including but not limited to class, race, ethnicity, gender, sexuality and ability. Participants critically examine contrasting theoretical perspectives, practices, and examples of environmental justice advocacy and action. These investigations will assist course participants to deepen their understandings and hone their practical abilities to respond to social, economic, and environmental issues in multiple institutional contexts — schools, workplaces, unions, social service agencies, NGOs, and so on.

Staff

SESI921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

G.J.S. Dei

SESI922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

G.J.S. Dei

SESI923H Racism, Violence, and the Law: Issues for Researchers and Educators

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-violence strategies. How should educators respond to the world post 911? Are we in a new age of empire? What is the connection between historical moments of extraordinary racial violence and our everyday world? How do individuals come to participate in, remain indifferent to or approve of violence? This course offers researchers and educators an opportunity to explore these broad questions through examining historical and contemporary examples of racial violence and the law.

S. Razack

SES1924H Modernization, Development, and Education in African Contexts

This seminar explores the significance and implication of education (as broadly defined) to the discourse of modernization and development in Africa. The course begins with the interrogation of 'African development' from an African-centred perspective. There is an examination of various theoretical conceptions of 'development' and the role of education and schooling in social change. A special emphasis is on the World Bank/IMF induced educational reform initiatives and the implications of 'authentic'/alternative development. The seminar will attempt to uncover the myriad interests and issues about Africa, including contemporary challenges and possibilities. The course critically engages the multiple ways of presenting current challenges of 'development', the interplay of tradition and modernity, contestations over knowledge production in 'post-colonial' Africa, and the roles and significance of Indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social justice. Although the course basically uses African case material, it is hoped our discussions will be placed in global/transnational contexts, particularly in looking at themes common to many Southern peoples contending with, and resisting, the effects of [neo] colonial and imperial knowledge.

G.J.S. Dei

SES1925H Savoir indigène et décolonisation

Ce séminaire examine diverses formes du savoir indigène et marginalisé dans des contextes locaux et globaux et les implications pédagogiques de ce savoir sur le changement éducationnel. Au départ, nous offrirons un bref aperçu sur le processus de production, d'interrogation, de validation et de dissémination du savoir dans divers contextes sociaux. Il existe présentement une critique à l'égard des conceptions théoriques liées à ce que constitue un savoir 'légitime' et comment un tel savoir est produit et disséminé sur les plans local et global. Ainsi, l'accent sera particulièrement mis sur la validation des épistémologies autres que occidentale et la contribution de ces épistémologies à travers des perspectives multiples et collectives de voir et interpréter le monde. Parmi les sujets étudiés, on compte: les principes et les formes du savoir indigène, les rapports de pouvoir, les différences sociales et, finalement, l'identité et la représentation dans le processus de production du savoir indigène. Nous nous pencherons aussi sur l'appropriation culturelle et l'économie politique de production du savoir; le savoir indigène et la science de l'éducation; le savoir indigène, la mondialisation et la modernité, le savoir indigène et le changement social. Afin de bien saisir les implications pédagogiques du savoir indigène, nous utiliserons du matériel pédagogique dérivé de plusieurs contextes sociaux de divers pays du monde.

Staff

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications. This course is not open to students who have previously taken SES2999 "Special Topics: Indigenous Knowledge and Decolonization: Pedagogical Implications."

G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

How do we come to know who we are and how is this knowledge emplaced, raced and gendered? For educators, these questions underpin pedagogy. In focusing on the formation of racial subjects and the symbolic and material processes that sustain racial hierarchies, educators can consider how dominance is taught and how it might be undermined. Drawing on recent scholarship in critical race theory, critical geography, history and cultural studies, the course examines how we learn who we are and how these pedagogies of citizenship (who is to count and who is not) operate in concrete spaces—bodies, nations, cities, institutions. This course is about the production of identities—dominant ones and subordinate ones in specific spaces. It is taught from an educator's and a researcher's viewpoint. As an educator, the compelling question is how we might interrupt the production of dominant subjects. As a researcher, the question is how to document and understand racial formations, and the production of identities in specific spaces. The course begins by exploring the racial violence of colonialism, of periods of racial terror (lynching, the Holocaust), and of the New World Order (in particular, the post 911 environment, and the violence of peacekeeping and occupations) as well as state violence. In all these instances, law often has a central role to play in producing and sustaining violence. It is through law, for example, that nations are able to legally authorize acts of racial violence and legal narratives often operate to secure social consent to acts of racial terror. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of

relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate in these racial and gendered social arrangements.

S. Razack

SESI927H Migration and Globalization

This course will tackle three broad themes: (1) migration, nation, and subjectivity; (2) globalization and its discontents; (3) empire and subalternity. It will engage with theoretical and empirical studies of discourses and structures that constitute the formations and relations of subjects, cultures, spaces, institutions, and practices. The analytical and methodological approach will be both disciplinary and interdisciplinary, drawing from the fields of sociology, history, geography, anthropology, and education, while mobilizing insights from ethnic, feminist, queer, cultural, and postcolonial studies. The interpretive lens will be simultaneously panoramic, comparative, and focused that will attend to the shared and unique conditions of local-global, north-south transactions.

R.S. Coloma

SESI929H Theorizing Asian Canada

The course offers interdisciplinary approaches to critical inquiries into the historical, socio-cultural, and political forces that shape our knowledge about peoples of Asian heritage in Canada and in the diaspora. It foregrounds the intersections of race and ethnicity with other indices of difference, such as gender, class, migration, sexuality, ability, language, and spirituality in local, national, and global contexts. It engages with theoretical, empirical, and methodological issues related to inquiries on Asian Canadians, and draws out implications for intellectual, educational, and policy arenas.

R.S. Coloma

SESI930H Race, Indigenous Citizenship and Self-Determination: Decolonizing Perspectives

This course explores histories of racism, displacement and legal disenfranchisement that create citizenship injustices for Indigenous peoples in Canada. It aims to highlight a set of decolonizing perspectives on belonging and identity, to contest existing case law and policy, and to deconstruct the normative discourses of law, liberalism and cultural representation that govern and shape current nation-to-nation relationships between Ongwehoweh (real people) and colonial-settler governments. The course is centered on exploring the possibilities, challenges and contradictions raised by resurgence strategies and reparation involving citizenship injustice from an anti-racist, anti-colonial and indigenous-centered perspective.

M. Cannon

SESI951H L'école, la participation parentale et la communauté

Récemment, plusieurs initiatives ont été mises en oeuvre pour donner une plus grande place à la participation parentale/familliale/ communautaire dans l'éducation des enfants. Dans plusieurs pays, des réformes éducatives sont entreprises afin de rendre les administrations scolaires davantage responsables et redevables face aux communautés. En ce sens, la

communauté, notamment par l'action des parents, est invitée à jouer un plus grand rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Certains voient dans cette «mise en marché de l'éducation», un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet des rôles des parents, de la communauté et de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, la question à savoir comment le système en place pourrait mieux prendre en considération les visions et les attentes de multiples communautés de parents/tuteurs.

D. Farmer

SESI951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of “community” and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

D. Farmer

SESI954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

S. Razack

SESI956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

R. Walcott

SESI957H Doing Disability in Theory and Everyday Life

“Doing Disability” brings us to a central premise of disability studies—disability is a space of cultural practices done by and to people. From this premise, it follows that we are never alone in our bodies and so disability represents the material fact that bodies, minds, and senses always appear in the midst of people. Assuming that disability is done and re-done

through everyday discursive practices, disability studies turns to a range of interdisciplinary work that enriches the potential to challenge our taken-for-granted understandings of social and political life. Theorizing how we do disability, even in the everyday of the (our) classroom, provides the occasion to critically engage contexts, such as education, mass media, and the built environment, as they intersect with issues of identity and difference; embodiment; narrative; the constitutive structuring of ordinary, agentive, viable, life at their opposites. Orienting to disability as a social accomplishment of everyday life is a way to examine how versions of what counts as human are culturally organized and governed. Made by culture, disability is a key space of practices where we might theorize culture's makings. In this course, we explore social models and theories of disability, so as to develop a critical understanding of disability's appearance in everyday life and to work to open ourselves to question how these new non-medicalized ways of knowing disability might influence pedagogical structures and practices.

T. Titchkosky

SES1959H Theoretical Frameworks in Culture, Communications and Education

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.

R. Walcott

SES1961H Spirituality and Schooling: Sociological and Pedagogical Implications in Education

Exploring spirituality within the context of education will create new pathways of understanding for educators and students. By weaving spirituality into learning and knowledge creation discourse, educators and learners can foster spiritual growth while strengthening the connections between knowledge and the process of schooling. The main objective of this course, therefore, will be to create an educational space that develops students' spiritual interconnectedness in relation to learning, schooling and the community at large. Spirituality is very important in many people's lives, and valuing the spirituality of students means valuing their uniqueness as individuals, regardless of race, gender, creed, sexuality or ability. Spirituality has been silenced and marginalized as a discourse or embodied knowledge in the academy. The course will survey the literature that examines spirituality and knowledge production from a wide range of perspectives, such as from various Eastern, African, indigenous traditions, and from both religious and secular traditions. The course will examine the intersections between issues of spirituality and environment, health, colonialism, gender, sexuality, the body and so on.

Staff

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Gender is understood to operate together with a range of other 'diverse' identities such as race, class and age. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; feminist pedagogies and strategies for change.

Staff

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory — a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

N. Wane

SES1992H Feminism and Poststructuralism in Education

In this course, we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.

K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families. The course looks at diversity in Canadian families, and provides a critical perspective on policies.

Staff

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own

projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

P. Sawchuk

SES2941H Social Inequities and Education: Theoretical Implications

This course provides a theoretical examination of how social inequities are being (re)produced in everyday life, namely through education. It will focus on the work and influence of sociologist Pierre Bourdieu. It will also introduce students to scholars who have since used his concepts and methodology and/or have critiqued Bourdieu. Questions of inequities are being in vivo, unveiling complex processes of inequalities taking shape through the structuring of formal education as well as through race, class, gender and other interlocking systems of oppression.

D. Farmer

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

P. Sawchuk

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department.

The topics will be announced and described in the schedule of courses.

Staff

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the representations they generate.

Staff

SES3903H SESE Learning to Succeed in Graduate School (NON-CREDIT)

This non-credit course is required for all SESE PhD students and open to EdD students. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be some guest speakers. The coordinator will be Monica Heller. You must register for this course in order to receive credit.

M. Heller

SES3904H Advanced Sociological Theory in Education

This course will explore some of the 'classical' questions and arguments in sociological theory, and some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.

Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.

Prerequisite: SES1922H or permission of instructor.

G.J.S. Dei

SES3911H Cultural Knowledges, Representation and Colonial Education

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.

Prerequisite: Master's students need approval of instructor.
N. N. Wane

SES3912H Race and Knowledge Production: Issues in Research [RM]

As a qualitative research course for masters and doctoral students who already possess some familiarity with postmodern, feminist and critical race theories, the course will consist of readings that explore the following question: how is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge? How can intellectuals challenge imperialist and racist systems through their research and writing? This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do we as scholars rely on when we undertake research? How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. In part two of the course, we explore interlocking systems of oppression: how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy. For the third part of the course, we examine how we understand the immigrant's body, the citizen, the migrant and what it means to produce knowledge as a post-colonial scholar.

S. Razack

SES3913H Intersectionalities: Theory, Method, Praxis

This course focuses on "intersectionality" as an intellectual, empirical, and pedagogical concept, technique, and intervention in analyses of power, knowledge, and subjectivity. It specifically draws upon feminist scholarship and practices that engage with critical race, postcolonial, and queer studies, and traces the historical development and contemporary use of intersectionality. Students will engage with key foundational texts and more recent innovations as they bring intersectionality to bear to their research projects.

R.S. Coloma

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness. Throughout the course, there is a particular gaze on how reading early anti-colonial theorists helps the contemporary learner in extending the explorations of the 'colonial encounter', and the 'colonizing experience' into a cohesive theoretical and practical contribution to social thought and political action. Throughout the course, there is a particular gaze on how reading early anti-colonial theorists helps the contemporary learner in extending the explorations of the 'colonial encounter', and the 'colonizing experience' into a cohesive theoretical and practical contribution to social thought and political action.

G.J.S. Dei

SES3915H Franz Fanon and Education

What accounts for the "Fanon Renaissance"? Why and how is Fanon important to schooling and education today? This upper level graduate seminar will examine the intellectual contributions of Franz Fanon as a leading anti-colonial theorist to the search for genuine educational options and transformative change in contemporary society. The complexity, richness and implications of his ideas for critical learners pursuing a subversive pedagogy for social change are discussed. The course begins with a critical look at Fanon as a philosopher, pedagogue and anti-colonial practitioner. We draw on his myriad intellectual contributions to understanding colonialism and imperial power relations, social movements and the politics of social liberation. Our interest in Fanon will also engage how his ideas about colonialism and its impact on the human psyche help us to understand the process of liberation within the context of contestations over questions of identity and difference, and our pursuit of race, gender, class and sexual politics today. Class discussions will broach such issues as the contexts in which Fanon developed his ideas and thoughts and how these developments subsequently came to shape anti-colonial theory and practice, the limits and possibilities of political ideologies, as well as the theorization of imperialism and spiritual 'dis-embodiment', particularly in Southern contexts. Specific subject matters include Fanon's understanding of violence, nationalism and politics of identity, national liberation and resistance, the 'dialectic of experience', the psychiatry of racism and the psychology of oppression, the limits of revolutionary class politics, and the power of 'dramaturgical vocabulary', and how his ideas continue to make him a major scholarly figure. The course will also situate Fanon in such intellectual currents as Marxism and Neo-marxism, existentialism and psychoanalysis, Negritude, African philosophy and anti-colonialism, drawing out the specific implications for education and schooling.

G.J.S. Dei

SES3929H Advanced Disability Studies: Interpretive Methods, Interpreted Bodies: Research Methods

This course proceeds from scholarly work that conceives of embodiment as a socio-political phenomenon. The purpose of this course is to open to critical inquiry cultural representations of physical, sensory, mental, etc, variations. Through an interrogation of disability as it is experienced, known, or managed we will develop transgressive methods of reading and writing that explore the complex social significance of embodied diversity. The aim is to challenge taken-for-granted and dominant representations of the meaning of transgressive bodies in various social arenas, such as medicine and education. The course relies on and teaches critical interpretive methods of social inquiry. Potential topics include uncovering how transgressive bodies are typically known and how different interpretive relations can transgress what is said and done to such bodies. We will treat disability as a complex and conflicting scene of representation where knowledge production, power relations, and identity formation can be examined and transformed.

T. Titchkosky

SES3930H Methods to Avoid Sexist, Racist and Ableist Biases in Research [RM]

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Building an Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

Staff

SES3933H Globalisation and Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?

Staff

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.

K. Dehli

SES3949H Advanced Studies in Learning and Work: Class conflict, labour and learning in the information age

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultural and historical contexts; general studies of the changing nature of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.

P. Sawchuk

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.

Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.

Staff

JHS1916H Studying the Graduate Student Experience

This course will give students an opportunity to address issues that have both theoretical resonance and practical relevance for them. Beginning with a review of the Canadian postsecondary context and international comparisons, we then consider appropriate methods and theories for studying the graduate student experience. We proceed to a series of topics that relate to graduate programs and degrees, drawing on the research literature. These topics focus on issues that arise as students navigate through programs and into 'life after graduate school', including identity, writing, classroom experiences, disciplinary differences, the 'hidden curriculum', and thesis supervision. Integrated into the course will be an opportunity to do some qualitative interviewing of other students. Equity issues and comparative perspectives will be found throughout the course readings.

Staff

JHS3932H Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

Staff

JSA5147H Language, Nationalism and Post-Nationalism

The purpose of this course is to examine the relationship between ideologies and practices of language and nation, from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of major European nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the construction, positioning and repositioning of so-called linguistic minorities and indigenous rights movements (the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here); the commodification of language and identity in the current economy; language and globalization; and current debates on the ecology of language and language endangerment. Throughout we will also examine the role of linguists, anthropologists and other producers of discourse about language, nation and State in the construction of theories of nation, ethnicity, race and citizenship.

M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.

M. Heller

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and

cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

Staff

WPL2944H Sociology of Learning and Social Movements

The goal of this course is to develop a working dialogue across two separate bodies of research — learning theory & social movement theory — that to date have encountered one another only rarely and when so, virtually always inadequately. Our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, outcomes and change. The course will emphasize learning as a unified composite of individual and collective human change in relation socio-cultural and material perspectives primarily, the participatory structures of social movements as well as traditional changes in consciousness, skill and knowledge amongst participants. We will draw on both advanced theories of education/learning understood in the context of the long-established sociological sub-tradition known as 'social movement studies' and 'social movement theory'. The course will take a critical approach to social movement studies introducing the inter-disciplinary history of social movement studies over the 20th century followed by reviews of canonical theories of political process and the polity model approach, resource mobilization, frame analysis, neo-frame analysis, contentious politics, dynamics of contention and contentious performances. A significant proportion of the course will involve detailed secondary analysis of a specific social movement of the student's choosing, and will demand regular research reports that are meant to serve as a resource for our collective learning as well as to support the production of individual final papers directly. The course is highly recommended to advanced masters as well as doctoral students. No prerequisites

P. Sawchuk

WPL3931H Workplace Learning and Social Change - Doctoral

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area. The course will include exploration of advanced case study research as well as national and international survey research, and encourage the linkages with students doctoral thesis work. Weekly seminars will be held.

P. Sawchuk

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- ◆ **Educational Administration**
- ◆ **Higher Education**
- ◆ **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. This program offers courses of study leading to MEd and MA degrees. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. These two programs offer courses of study leading to MEd, MA, EdD and PhD degrees.

The Department also participates in seven Collaborative Programs:

- ◆ **Comparative, International and Development Education**
- ◆ **Dynamics of Global Change**
- ◆ **Educational Policy**
- ◆ **Ethnic and Pluralism Studies**
- ◆ **Sexual Diversity Studies**
- ◆ **Women and Gender Studies**
- ◆ **Workplace Learning and Social Change**

The Department offers the **Certificate in School Management** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- ◆ Educational Administration
- ◆ Higher Education
- ◆ Health Professional Education (MEd only)
- ◆ History of Education
- ◆ Philosophy of Education

General Information

For application information and forms visit the Registrar's Office Website: www.oise.utoronto.ca/ro

If you require further application information, contact:
Graduate Admissions Unit, Room 4-485
Telephone: 416-978-1682
E-mail: gradstudy.oise@utoronto.ca

For information about registration, contact:

Ruth Rogers, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1654
E-mail: ruth.rogers@utoronto.ca

Academic Information

Chair of the Department

Eric Bredo, PhD (Stanford)

Professor and Chair, Department of Theory and Policy Studies in Education

Associate Chair

Blair Mascall, PhD (Toronto)

Associate Professor

Educational Administration Program Coordinator

Blair Mascall

Higher Education Program Coordinator

Creso Sá

History and Philosophy of Education Program Coordinator

Ruth Sandwell

Teacher Education Faculty

Connie Edwards, EdD (British Columbia)

Lecturer, Psychological Foundations of Learning and Development
(*adolescent psychology; teacher education; conflict resolution*)

Ann E. Lopez, PhD (Toronto)

Lecturer, Initial Teacher Education Coordinator, Concurrent Teacher Education Program
(*teacher education, social justice and equity in schools, anti-racist education, inclusive curriculum, educational administration and leadership*)

Terezia Zoric, MA (York)

Senior Lecturer
(*environmental sustainability and social justice; school policy; social diversity; equity; teacher education; teacher activism, and democratic citizenship*)

Collaborative Graduate Degree Programs

NOTE: Prospective applicants should review the detailed information about specific collaborative programs in the Collaborative Graduate Degree Programs section at the back of this *Bulletin* (pages 181 - 195).

Comparative, International and Development Education

Program Co-Directors:

Karen Mundy, Adult Education and Counselling
Psychology

Sarfaro Niyozov, Curriculum, Teaching and Learning

Contact:

Website: www.oise.utoronto.ca/cidec

E-mail: cidec.oise@utoronto.ca

Participating TPS Faculty:

Stephen Anderson, Nina Bascia, Megan Boler,
Ruth Hayhoe, Glen Jones, Reva Joshee, Daniel Lang,
Ben Levin, David Levine, Jamie-Lynn Magnusson,
Cecilia Morgan, John Portelli, Creso Sá and Harold Troper

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the MEd, MA, EdD and PhD levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in programs in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Collaborative Program in Educational Policy

The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes.

The program is available to students in all graduate degree programs in Adult Education and Community Development; Curriculum Studies and Teacher Development; Developmental Psychology and Education; Educational Administration; Higher Education; History and Philosophy of Education; Second Language Education; and Sociology and Equity Studies in Education. Applicants will generally apply for admission to the Collaborative Program at the time of initial application to one of the above programs.

At the master's level, students must take one required course, TPS3045, "Policy and Program Evaluation," and attend semi-weekly policy seminars over a one-year period. At the doctoral level, students must take TPS3045 (if they have not taken it previously at the master's level) as well as TPS3145, "Advanced Issues in Educational Policy Analysis and Program Evaluation." Students also will be encouraged to enroll in policy-relevant courses in their own home programs. During their graduate studies, students must follow a program of study acceptable to both their home degree program and the Collaborative Educational Policy Program, including grade point average. Students will be registered in both the home program and in the Collaborative Educational Policy Program.

Participating TPS faculty:

Nina Bascia, Peter Dietsche, Joseph Flessa, Glen Jones,
Reva Joshee, Benjamin Levin, Jamie-Lynn Magnusson,
Blair Mascal, Creso Sá, Tricia Seifert, and Harold Troper.

Collaborative Program in Ethnic and Pluralism Studies

The Collaborative Program in Ethnic and Pluralism Studies at the University of Toronto is open to MA and PhD students in Theory and Policy Studies in Education. The program offers students the opportunity to take courses outside of this department as they work towards an interdisciplinary specialization at either the Master's or the Doctoral level. Upon successfully completing degree requirements in both TPS and the Collaborative Program, students receive a specialization noted on their transcripts as "Completed Collaborative Program in Ethnic and Pluralism Studies."

Further information on this collaborative program is available from:

Robert F. Harney Professorship and Program in Ethnic, Immigration, and Pluralism Studies, Department of Sociology,
University of Toronto
725 Spadina Avenue
Toronto, Ontario, M5S 2J4
Telephone: (416) 978-4783
E-mail: ethnic.studies@utoronto.ca;
Website: www.utoronto.ca/ethnicstudies/graduate.htm

OR

By contacting Harold Troper
E-mail: harold.troper@utoronto.ca

Graduate Collaborative Program in Women and Gender Studies (CWGS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women and Gender Studies (CWGS). All programs of study should be planned in consultation with the Graduate Women and Gender Studies Program Director at New College and the Program advisor in the student's OISE home department. Further information is available on page 193 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

Educational Administration Program

Blair Mascall, PhD (Toronto)

Associate Professor and Program Coordinator
(school change; leadership; large-scale educational reform)

Stephen Anderson, PhD (Toronto)

Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, PhD (Stanford)

Professor, Director, Collaborative Program in Educational Policy
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Carol Campbell, PhD (Strathclyde)

Associate Professor
(connecting research, policy and practice; large-scale educational change; leadership; professional capacity; student achievement and equity)

Joseph Flessa, PhD (California, Berkeley)

Associate Professor
(urban educational policy, politics, and reform; principals and other leadership roles; school context; social and educational inequalities)

Jane Gaskell, EdD (Harvard)

Professor
(sociology of education, policy analysis, feminism, secondary education)

Reva Joshee, PhD (Univ. of British Columbia)

Associate Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)

Kenneth A. Leithwood, PhD (Toronto)

Professor
(educational leadership and policy)

Benjamin Levin, PhD (Toronto)

Professor, Canada Research Chair
(educational leadership; educational finance; educational policy)

Susan Padro, PhD (Florida State)

Associate Professor
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

John Portelli, PhD (McGill)

Professor, cross-appointed to Philosophy of Education, and Academic Director, Graduate Education
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

James J. Ryan, PhD (Toronto)

Professor
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Lyn Sharratt, PhD (Toronto)

Lecturer, and Coordinator, Doctoral Cohort – Leadership and Learning
(whole system reform; increasing all students' achievement through intentional assessment and instructional practices; instructional leadership; seamless integration of technology in pedagogy)

Suzanne Stiegelbauer, PhD (Texas)

Associate Professor
(leadership; school environments; school reform; culture and culture change; contemporary First Nations issues; the role of arts in learning)

Marvin A. Zuker, LL.B (Osgoode), MEd (Toronto)

Associate Professor
(legal context of education)

Professors Emeriti

John E. Davis, PhD (Toronto)
Edward S. Hickcox, EdD (Cornell)
Stephen B. Lawton, PhD (California, Berkeley)
Donald F. Musella, EdD (State University of New York at Albany)
Wayne Seller, MEd (Lakehead)
Richard G. Townsend, PhD (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, and Social Diversity in Education. Students may choose to focus their attention on courses in one of these four research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate in School Management

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

- seven years' experience as a school business official or in some other aspect of school administration;
- two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
- an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:

Erin Maclean

Telephone: 416-978-1203

E-mail: erin.maclean@utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. For information on Academic Fees please see the Fees section on page 205 of this *Bulletin*.

Program Requirements

The requirements consist of:

- TPS1040 and TPS1041, which are strongly recommended as first courses;
- two half-courses related to school board management, which normally include TPS2006;
- two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The MEd and EdD degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The MA and PhD degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The MA appeals to those with an excellent academic background who want to continue to the PhD. The PhD is especially of interest to those considering a career in the university or in research.

Master of Education

The MEd degree program is designed primarily for persons who are interested in learning about the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 22 - 29, desirable departmental criteria for admission to an MEd degree program are as follows:

- a bachelor's degree with high academic standing from a recognized university (equivalent to at least **Mid-B** or better in final year), preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
- an interest in the study and practice of administration;
- academic qualifications beyond the first degree;
- two letters of reference (see Application Procedures section, page 30). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by an academic referee.

Degree Requirements

There are three options within the MEd program in Educational Administration for all students. New MEd students are placed in Option IV initially. To change to another Option, students should first meet with their faculty advisor to discuss their academic program. The suggested timeline for this is after the student has completed three or four courses. A change of option request requires the recommendation of the faculty advisor and the signature of the Program Coordinator.

The three program options are:

Option II which is comprised of:

- a) three required courses
 - TPS1003 Conducting Research in Educational Administration [RM]
 - TPS1040 Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
 - TPS1041 Educational Administration II: Social and Policy Contexts of Schooling;

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

- b) five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
- c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

- a) three required courses
 - TPS1003 Conducting Research in Educational Administration [RM]
 - TPS1040 Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
 - TPS1041 Educational Administration II: Social and Policy Contexts of Schooling;

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

- b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
- c) a comprehensive thesis to be carried out under the guidance of a faculty member.

OR

Option IV which is comprised of:

- a) four required courses
 - TPS1004 Introduction to Research Literacy in Educational Administration [RM]
 - TPS1040 Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

- TPS1041 Educational Administration II: Social and Policy Contexts of Schooling
- TPS1050 Themes and Issues in Policy, Leadership, Change, and Diversity;

NOTE: TPS1004, TPS1040 and TPS1041 should preferably be the first courses taken in the student's program of study. TPS1050 should normally be taken as the final course in the student's program.

- b) six other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity.

Students contemplating applying to an EdD or a PhD program are strongly recommended to take option II or III. Both doctoral programs require a QRP (Qualifying Research Paper). Students should plan their MEd courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The MEd degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the 'minimum period of registration' or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Individual Reading courses are electives and should not be taken at the beginning of a student's program. Students selecting such courses should consult their faculty advisor.

Off-Campus and Distance Education Courses - (MEd and Certificate students)

Some sections of existing courses are offered off-campus and on-line in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available on-line at www.oise.utoronto.ca/ro in March. New applicants should apply by December 1, 2012.

Further information is available from:

Blair Mascal, Program Coordinator
Telephone: 416-978-1173
E-mail: blair.mascal@utoronto.ca

Doctor of Education

The Educational Administration program has two Doctor of Education program streams: The EdD Cohort Program and the Regular Program. Individual students are admitted to the EdD each year, but in addition, approximately every three years, a 'cohort EdD' is offered for working practitioners. In the Cohort EdD students must take the courses at particular times with the entire cohort rather than at individual convenience. Some students find that they benefit from the structure and mutual support of working with the same students through most of their courses and the thesis process. However in general students should take the regular EdD unless they are confident they can adjust to the Cohort schedule and are applying in a year in which a cohort program is being organized. For information on the next cohort admission, contact the EdD program coordinator, Jim Ryan.

Admission Requirements

The requirements for admission to the EdD program are the same for both the Regular program and Cohort program streams. In addition to the general requirements given in the Minimum Admission and Degree Requirements section, pages 22 - 29, the Educational Administration Program specifies the following:

- the applicant should hold an appropriate master's degree, with specialization in Educational Administration, with high academic standing from a recognized university. Additional coursework will be required from those who do not have a background in administrative studies;
- a qualifying research paper (QRP) will be required;
- the applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues;
- the applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

◆ Regular EdD

The Regular EdD degree Program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring Educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for

further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The EdD degree may be taken full-time or part-time. However, a minimum of one year of full time study is required. Every effort will be made to ensure that courses are scheduled to accommodate students who are working full time.

Degree Requirements

The Regular EdD degree program is organized into six complementary components:

- EdD core seminars, which consist of two half courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
- two of the following three half courses or their equivalent: TPS3042, TPS3043, or TPS3044 (TPS3044 is strongly recommended);
- two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, or Social Diversity;
- elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program. Individual Reading courses are electives and should not be taken at the beginning of a student's program.
- a comprehensive examination and a thesis proposal hearing;
- a doctoral thesis.

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Students are responsible for meeting all of the degree requirements as outlined in this *Bulletin*, unless changes are approved in writing by the EdD Program Coordinator.

Further information is available from:

Jim Ryan
Telephone: 416-978-1152
E-mail: jim.ryan@utoronto.ca

◆ Cohort EdD

The EdD Cohort Program in Educational Administration is intended to develop highly competent leaders for senior administrative positions in school systems, colleges, universities, and other educational institutions (such as the Ministry of Education). The program is specifically designed to help working professional educators develop

the intellectual and research skills to refine their practice as leaders in school systems and in post-secondary education. Students in this program have the opportunity to undertake a significant academic accomplishment while continuing to work at their current roles.

The focus of the program is on advanced, theory-informed, professional practice. Reflective practice is used as the lens through which advanced theory and research on policy, leadership, change, and social diversity are applied to practical administrative problems. The program is designed to satisfy the needs of leaders who recognize the need for further professional inquiry and analysis to deal with the increasing complexity of problems related to the operation of educational organizations. Through their studies in this program, students will seek to understand theory, make research-informed decisions, examine their own practice, critically evaluate policy, and engage others in collaborative endeavours to improve student learning.

Students in this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Students should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

The Cohort program will take applications every three or four years.

Key aspects of this EdD program option include the following:

Cohort: The program is cohort-based in order to encourage the development of networking and communication skills, to build a collegial community of practice and quality connections between students and faculty.

Sequence: In order to support the cohort model, there is a specified sequence to the recommended courses.

Practice: The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

Research: This program encourages students to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

Degree Requirements

The EdD degree program is organized into five complementary components:

- 1) EdD core courses are six mandatory half courses:
 - TPS3025 Personal and Professional Values of Educational Leadership (examines the personal and professional values and ethics of educational decision-making and policy)
 - TPS 3040 Administrative Theory and Educational Problems I: People and Power in Organizations (applies theory and research to problems of people, power, and policy in organizations)
 - TPS 3041 Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education (examines the content, development, and significance of educational policy)
 - TPS 3042 Field Research in Educational Administration (a field research course where students examine methods of field research, action research and case studies in educational administration)
 - TPS 3044 Internship/Practicum in Educational Administration (there are three options – all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee)
 - TPS 3047 Research Seminar on Research in Authentic Settings (the focus is as a participant in the research – reflective practice and/or action research)
- 2) Two other half courses, one of which must be at the 3000-level;
- 3) Successful completion of a comprehensive examination;
- 4) A thesis proposal hearing;
- 5) A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

Intake

Intake to the program occurs every three years, allowing the third year to be an intake year.

Edd Cohort Program Design

In Year 1, there are three required Foundation courses:

- Jan - April – 1 required course (TPS3040)
- May/June – 1 required course (TPS3041)
- July/Aug – 1 required course (TPS3025)
- Sept - Dec – 1 elective

In Year 2, the course load is four courses:

- Jan - April – 1 required course (TPS3042)
- May/June – 1 elective (second elective)
- July/Aug – 1 required course (TPS3047)
- Sept - Dec – 1 required course (TPS3044)

NOTE: May/June courses are offered on Friday afternoon/Saturday to allow working professionals to take the program while continuing to work and to attend from a wider geographical region.

The requirements for admission to the EdD program are the same for both the Regular program and Cohort program streams.

How this EdD program differs from the PhD:

- ◆ Application (includes CV and experience in administration)
- ◆ Internship course (includes the internship/practicum)
- ◆ Research course (includes action research component)

Further information is available from:

Lyn Sharratt
Telephone: 416-978-1155
E-Mail: lyn.sharratt@utoronto.ca

Master of Arts and Doctor of Philosophy

The MA/PhD degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that MA students may also proceed to an EdD degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the MA/PhD degree program would help in the attainment of future career goals.

Upon entry, the MA/PhD admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the MA or PhD Program Coordinators in the Educational Administration Program.

Admission Requirements

Admission to the MA degree program requires a bachelor's degree with high academic standing from a recognized university, in a relevant discipline or professional program of study, completed with the equivalent of **B+** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 22 - 29).

Admission to the PhD degree program requires prior completion of a master's degree from a recognized university, with standing equivalent to **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the MA/PhD admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the PhD degree program for those who have completed an MA within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for MA and PhD degree programs are set out in the Minimum Admission and Degree Requirements section, pages 22 - 29.

Degree Requirements

◆ Master of Arts

The MA degree program of study consists of eight half-courses and a thesis. At least half of the required courses for the MA degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the MA program of study will be at the 1000-level. Individual Reading courses are electives and should not be taken at the beginning of a student's program.

Additional courses may be required of some applicants. The MA is available through both full-time and part-time studies.

◆ Doctor of Philosophy

The PhD degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of

competence in research methodology may be authorized to choose a course in a different area of specialization. Individual Reading courses are electives and should not be taken at the beginning of a student's program.

The PhD program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the MA or PhD Program Coordinator.

PhD candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:

Jim Ryan
Telephone: 416-978-1152
E-mail: jim.ryan@utoronto.ca

Program Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Policy

- TPS1005 The Computer in Educational Administration
- TPS1018 Political Skill in the Education Arena
- TPS1024 Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
- TPS1027 The Search for Educational Quality and Excellence in a Global Economy
- TPS1027 La recherche de la qualite et de l'excellence en education dans le contexte de l'economie globale
- TPS1028 Policy Delivery in Schools
- TPS1030 The Legal Context of Education
- TPS1036 Planning in Educational Organizations
- TPS1045 Language Policy Across the Curriculum
- TPS2006 Educational Finance and the Economics of Education
- TPS3018 Governing Education: A Seminar on Politics
- TPS3030 Advanced Legal Issues in Education
- TPS3037 Strategic Planning in Educational Organizations
- TPS3045 Educational Policy and Program Evaluation

Leadership

- TPS1016 School Program Development and Implementation
- TPS1026 Evaluation of Professional Personnel in Education
- TPS1042 Educational Leadership and Cultural Diversity
- TPS1047 Managing Changes in Classroom Practice
- TPS1048 Educational Leadership and School Improvement
- TPS3025 Personal and Professional Values of Educational Leadership
- TPS3046 Gender Issues on Educational Leadership
- TPS3047 Research Seminar on Leadership and Educational Change

Change

- TPS1012 Organizational Culture and Decision-Making
- TPS1020 Teachers and Educational Change
- TPS1025 School Effectiveness and School Improvement
- TPS1036 Planning in Educational Organizations
- TPS1047 Managing Changes in Classroom Practice
- TPS1048 Educational Leadership and School Improvement
- TPS3020 Educational Change in the Postmodern Age
- TPS3037 Strategic Planning in Educational Organizations
- TPS3047 Research Seminar on Leadership and Educational Change

Social Diversity

- TPS1019 Diversity and the Ethics of Educational Administration
- TPS1042 Educational Leadership and Cultural Diversity
- TPS1045 Language Policy Across the Curriculum
- TPS3046 Gender Issues on Educational Leadership
- TPS3055 Democratic Values, Student Engagement and Democratic Leadership

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 (masters level) or 30 (doctoral level).

TPS1003H Conducting Research in Educational Administration [RM]

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.

NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.

Staff

TPS1004H Research Literacy in Educational Administration [RM]

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.

NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.

Staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.

Staff

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.

Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.

S. Anderson

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding

background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

J. Flessa

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.

J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

N. Bascia, B. Mascal

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a

pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.

J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel.

The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

Staff

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.

Staff

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éducationnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

Staff

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.

MA Zuker

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

NOTE: All master's candidates are strongly recommended to take TPS1040 as one of the first courses in their program.

J.J. Ryan, B. Mascal and Staff

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes,

philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take TPS1041 as one of their first courses in their program.

J. Flessa, R. Joshee and Staff

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

S. Anderson, K. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

B. Mascall, J. Ryan

TPS1050H Themes and Issues in Change, Leadership, Policy, and Social Diversity

This course has been designed to be the final course for students in the 10-course MEd Program in Educational Administration. The course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

B.Mascall, R. Joshee, J. Ryan and Staff

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS1060H School Leadership Seminar I

This course is the first of two courses to develop people to become school principals in Ontario. A key component of the course is the critical evaluation and focus on current research in the areas related to leadership practices and their effects, instructional leadership, education change and reform efforts. The course's content includes a critical awareness of current problems associated with educational leadership practice and application to current issues and problems in education informed by cutting-edge research and professional practice. The outcome of these courses is to hone the judgment of practitioners within the educational setting. Through the assignments students must demonstrate originality in the application of new knowledge and concepts.

Blair Mascall, Staff

TPS1061H School Leadership Seminar 2

This is the second of two courses which explores the role of the principal, one of the most influential roles in our educational system. It provides a foundation for candidates assuming the role of principal or vice-principal in Ontario

schools and is one component of ongoing professional learning focused on the development of the personal and professional knowledge, and the skills and practices that lead to exemplary practice in the role of principal. The program is designed to support candidates in becoming reflective educational leaders who are informed consumers of education research in their ongoing professional growth, and who can lead effectively in the dynamic, diverse contexts of Ontario, characterized by rapidly changing events and circumstances.

Blair Mascal, Staff

TPS2006H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

NOTE: Students who have taken TPS1017 or TPS1841 will not be eligible to take this course for credit.

D. W. Lang and Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

S. Stiegelbauer, L. Sharratt

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.

M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

Staff

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

J.J. Ryan, J. Flessa and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the

Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for EdD students. An elective suitable for PhD students. Permission of course coordinator required for students outside Educational Administration.

R. Joshee and Staff

TPS3042H Field Research in Educational Administration [RM]

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

J.J. Ryan

TPS3043H Survey Research in Educational Administration [RM]

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.

B. Levin, S. Padro and Staff

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for EdD students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

L. Sharratt and Staff

TPS3045H Educational Policy and Program Evaluation

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

N. Bascia

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.

Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.

J. Portelli

TPS3145H Advanced Issues in Educational Policy Analysis and Program Evaluation

This course, in conjunction with appropriate research methods coursework, provides doctoral students interested in policy analysis and program evaluation in education with a working understanding of the conceptual, methodological, ethical and political issues associated with these forms of research. Course topics include problem framing; use of existing research evidence; issues associated with different audiences and settings such as writing, presentation and evidence styles; policy advocacy; and working relationships with partners and clients. Visits by additional Collaborative Program-affiliated faculty from across OISE home programs will ensure that students are exposed to a range of contrasting research conventions and styles. Major assignments for the class will consist of carrying out some of the aspects of an applied research project

N. Bascia, J. Flessa

Higher Education Program

Tony C. Chambers, EdD (Florida)

Associate Professor and Director, Centre for the Study of Students in Postsecondary Education, OISE
(student learning and development; student engagement; civic engagement)

Peter Dietsche, PhD (Toronto)

Assistant Professor, William G. Davis Chair in Community College Leadership
(student learning and development; quality; accountability; organizational effectiveness; strategic planning; organizational change)

Ruth E. S. Hayhoe, PhD (London)

Professor
(comparative higher education; international academic relations; higher education in East Asia)

Angela Hildyard, PhD (Toronto)

Professor and Vice-President, Human Resources and Equity, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, PhD (Toronto)

Professor, Ontario Research Chair in Postsecondary Education Policy and Measurement
(systems and politics of higher education in Canada)

Daniel W. Lang, PhD (Toronto)

Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, PhD (Manitoba)

Associate Professor
(gender and equity; globalization; power and knowledge)

Linda Muzzin, PhD (McMaster)

Associate Professor, HEG Coordinator of Health Professions MEd and cross-appointed to Pharmacy, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, PhD (Toronto)

Professor, cross-appointed from Adult Education and Counselling Psychology and Sociology and Equity Studies
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body and embodied learning based

in eastern philosophical traditions; social movement learning; integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)

Charles Pascal, PhD (Michigan)

Professor, cross-appointed from HDAP, HDAP Special Advisor on Early Learning to the Premier of Ontario
(policy and higher education; leadership, organizational development and higher education)

Creso Sá, PhD (Pennsylvania State)

Associate Professor, Program Coordinator
(research universities, institutional change, interfaces with industry; emerging organizational structures; higher education reform, science and technology policy)

Tricia Seifert, PhD (Iowa)

Assistant Professor
(student engagement, student learning and development, quantitative methodology)

Marvin A. Zuker, LL.B (Osgoode), MEd (Toronto)

Associate Professor, cross-appointed from Educational Administration
(the law and higher education)

Professors Emeriti

Sandra Acker, PhD (Chicago)
Michael Skolnik, BPhil (Oxford)
Cicely Watson, PhD (Harvard)

Associated Faculty

Mathieu Albert, PhD (Montreal)

Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(sociology of sport, education and technology, production of knowledge)

Zubin Austin, PhD (Toronto)

Associate Professor, Faculty of Pharmacy
(learning and development in the health professions)

Jorge Balan, PhD (Texas)

Senior Researcher, Centre for the Study of State and Society (CEDES), Buenos Aires
(higher education and public policy, sociology of higher education, comparative higher education)

Helen P. Batty, MD, MEd (Toronto)

Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

W. Berry Calder, EdD (Toronto)

Provost and Vice-President Academic, NAIT
(change management, survey research and design, strategic planning, organizational communications, the community college, student outcomes)

Liang Chen, PhD (Toronto)

(college choice, graduate education, international education, professional education, teaching and learning, and student experience)

Brian Desbiens, PhD (Michigan State University)

Past President, Sir Sandford Fleming College
(counselling theory and practice, administration in post secondary, student development, leadership and learning)

John G. Dimond, PhD (Toronto)

Secretary Emeritus, The Governing Council,
 University of Toronto
(governance; faculty and executive recruitment)

Adam Dubrowski, PhD (Waterloo)

Assistant Professor, cross-appointed from Wilson Centre
 for Research in Education, Faculty of Medicine
(surgical training; eyecare, education and support)

Jason Frank, MD (Ottawa), MA (Toronto)

Assistant Professor, Faculty of Medicine, University of
 Ottawa
(health science labour planning, evaluation)

Roy F. Giroux, PhD (Wayne State)

Vice President - Emeritus, Humber College of Applied
 Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, EdD (Massachusetts)

President Emeritus, Humber College Institute of
 Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Michael J. Hatton, PhD (Toronto)

Vice President, Academic, Humber College of Applied
 Arts and Technology
(the community college)

Robert Hilliard, EdD (Toronto)

Professor, Paediatrics, Hospital for Sick Children and the
 University of Toronto
(professional development)

Brian Hodges, PhD (Toronto)

Professor, Faculty of Medicine, Director, Wilson Centre for
 Research in Education
(Foucauldian perspectives on medical education and evaluation)

Avi Hyman, EdD (Toronto)

Faculty of Medicine and Department of Theory and Policy
 Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, PhD (York)

Assistant Professor, Department of Sociology, York
 University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, EdD (Toronto)

Coordinator, MEd Leadership
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Gabrielle Kane, EdD (Toronto)

Assistant Professor, Department of Radiation Oncology,
 Faculty of Medicine
(distance education, interactive learning, professional competence)

Simon Kitto, PhD (Monash)

Assistant Professor, Department of Surgery
(governmentality, higher education and information technology, healthcare)

Jane Knight, PhD (Michigan State)

Adjunct Professor, Comparative International
 Development Educational Centre
(internationalization of higher education, comparative higher education, quality assurance)

Ayelet Kuper, DPhil (Oxford)

Assistant Professor, Faculty of Medicine
(health professions education, history of medical education research, effects of epistemological limitations on medical education, textual analysis, medical humanities)

Heather Lane-Vetere, PhD (Bowling Green)

Vice Provost of Students, Ryerson University
(student development; student residential life)

Vicki LeBlanc, PhD (McMaster)

Assistant Professor, cross-appointed from Wilson Centre,
 for Research in Education, Faculty of Medicine
(para-professional education, continuing education)

Geraldine (Jody) Macdonald, EdD (Toronto)

Senior Lecturer & Chair, Undergraduate Program, Faculty
 of Nursing, University of Toronto
(new faculty development; course design; holistic and transformational learning)

Jodi Herold McIlroy, PhD (Toronto)

Assistant Professor, Faculty of Medicine
(faculty development; evaluation of professional competence; inter-professional communication)

Ann Mullen, PhD (Yale)

Associate Professor, cross-appointed from Department of Sociology, Faculty of Arts and Science
(education, inequality, gender, and sociology of culture)

Louise Mullins Nasmith, MD, MEd, (McGill)

Professor, Department of Public Health Sciences, Faculty of Medicine
(small group teaching; clinical education; faculty development)

Maria Mylopoulos, PhD (Toronto)

Assistant Professor, Department of Paediatrics
(development and maintenance of expertise, knowledge building, distributed cognition, qualitative methodology)

Julia Pan, PhD (Toronto)

Senior Coordinator of International Initiatives, OISE, University of Toronto
(comparative higher education)

J. Robert S. Prichard, LL.M. (Yale)

Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, PhD (Toronto)

Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Scott Reeves, PhD (City University, London)

Associate Professor, The Wilson Centre, Faculty of Medicine
(inter-professional practice, training, and collaboration)

Dorothy Goldin Rosenberg, PhD (Toronto)

Volunteer Education Co-ordinator, Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for sustainability)

Souraya Sidani, PhD (Arizona)

Professor, Faculty of Nursing
(evaluation of interventions; research methods; measuring clinical effectiveness)

Nicole Woods, PhD (McMaster)

Lecturer, Department of Surgery, Faculty of Medicine
(learning and memory; applied cognition; medical education)

Stacey J. Young, PhD (Toronto)

Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)

Certificate

Certificate in Leadership in Higher Education

The Certificate in Leadership in Higher Education is a part time program specifically designed to meet the professional development needs of individuals aspiring to be, or currently in, leadership roles in colleges and universities. This certificate will be offered only on a compressed/cohort basis.

Admission Requirements

- application to the Certificate Program requires completion of secondary school as a minimum basis of admission. Applicants will normally be expected to have taken university-level courses or equivalent and relevant professional experience. Special consideration will be given applicants lacking the formal academic credential but who have significant relevant professional experience
- significant relevant professional experience in the post-secondary sector
- two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can address the question of academic ability

Certificate Requirements

Completion of 4 half courses at a **mid B** or higher grade:

- TPS1803H – Recurring Issues in Post Secondary Education (half course)
- TPS1809H – Administration of Colleges and Universities (half course)
- TPS1820H – Special Topics in Higher Education: Student Development Part I (half course)
- TPS1847H – Human Resources & Diversity Issues in Higher Education

The program is cohort based and delivered in a compressed format. A University of Toronto Certificate will be awarded upon successful completion of the above requirements.

All correspondence and fees should be sent to:

Dr. Katharine Janzen
Telephone: 416-978-1232
E-mail: katharine.janzen@utoronto.ca

Degrees

Master of Education

The Higher Education Program offers an MEd in Higher Education including an MEd Specialization in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the MEd in Higher Education are required to pursue the MEd **Option IV** program of study. **Option IV** is also available in a cohort format. Students in the MEd in Health Professional Education will normally register in the MEd **Option IV** program of study. Students who entered the

MEd Health Professional Education prior to 2011 may wish to transfer from **Option I** into **Option IV**. Students who prefer to write the comprehensive exam as part of their program may choose to stay in **Option I**. The Program Coordinator can provide more information on the MEd in Health Professional Education.

Degree Requirements:

MEd in Higher Education (Non-Cohort Format) - Option IV

- a half course, TPS1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- eight half-courses, of which at least three must be in Higher Education

MEd in Higher Education (Cohort Format) - Option IV

This option will be of particular interest to working professionals and postsecondary leaders since it offers the flexibility of a cohort based and compressed format scheduling.

- a half course, TPS1803H – Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- a half course in equity approved by the faculty advisor
- five other sequential half courses (cohort based)
- two elective half courses

MEd in Health Professional Education - Option IV

Ten half-courses in total:

- a half course, TPS1803H - Recurring Issues in Postsecondary Education
- six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education (see page 168);
- a half course in research methods approved by the faculty advisor
- one half-course, either an elective or a required, must have an equity focus
- one additional half-course

MEd in Health Professional Education - Option II

- a half course, TPS1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education
- one half-course, either elective or required, must have an equity focus
- a research project (Master's Research Paper)

For information about the Health Professional

MEd, contact:

Linda Muzzin

Email: l.muzzin@utoronto.ca

Master of Arts

Applicants must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level.

Degree Requirements:

The MA program consists of eight half-courses, which must include:

- a half course, TPS1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- six additional half-courses, of which at least three must be in Higher Education
- a thesis

Off-Campus and Distance Education Courses

Some existing courses are offered off-campus and on-line in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at <www.oise.utoronto.ca/ro> in March. New applicants should apply by December 1, 2012.

Doctor of Education

The EdD degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required.

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

- a minimum of eight half-courses beyond a relevant and acceptable MEd or MA. In individual cases, students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted, but additional courses in Higher Education

may be required. Normally they would include:

- TPS1803H - Recurring Issues in Post-secondary Education (which is a half course). Students who completed TPS1803H as part of their MEd or MA program must take one additional half-course in Higher Education.
 - at least two half-courses in Higher Education
 - a half-course in research methodology approved by the faculty advisor
 - two half-courses selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
 - a supervised applied research practicum (equivalent to one half-course)
 - a collaborative pro-seminar (equivalent to one half-course)
- b) a Doctoral Comprehensive Examination
- c) a thesis reporting the results of original research on an applied topic in post-secondary education

Doctor of Philosophy

The PhD program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

- a) a minimum of six half-courses beyond a relevant and acceptable MEd or MA. In individual cases, students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted, but additional courses in Higher Education may be required. Normally these would include:
- TPS1803H - Recurring Issues in Post-secondary Education (which is a half course). Students who completed TPS1803H as part of their MEd or MA program must take one additional half-course in Higher Education
 - at least two half-courses in Higher Education
 - a half-course in research methodology approved by the faculty advisor

- two half-courses selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
- b) a Doctoral Comprehensive Examination
- c) thesis reporting the results of original research in postsecondary education

Further information is available from:

Dr. Creso Sá, Program Coordinator
Telephone: 416-978-1206
E-mail: c.sa@utoronto.ca

PhD in Higher Education for Community College Leaders (CCL Cohort)

The flexible-time PhD in Higher Education for Community College Leaders launches a new cohort every three or four years. The admission and degree requirements for the CCL Cohort are generally the same as for the flexible-time PhD degree program. The main differences in focus and delivery are:

- a) the CCL Cohort is focussed on the study of community colleges
- b) is delivered in a cohort format
- c) requires a minimum of six half-courses
- d) full-time registration must be maintained from September through August each year. Flexible-time PhD students can request a switch to part-time status after four years of full-time study

For more information about the Community College Leadership Cohort, contact:

Peter Dietsche, Theory and Policy Studies in Education
E-mail: peter.dietsche@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

Staff

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher

education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.

L. Muzzin

TPS1803H Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name “community college”. Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

P. Dietsche

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE: This course with a systems focus complements TPS1811H, which has an institutional focus.

D. Hache and D. W. Lang

TPS1808H Research in Health Professional Education [RM]

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.

NOTE: The course is designed for students enrolled in the MED specialization in health professional education.

G. Regehr and L. Lingard

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.

D. W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.

J. Herold McIlroy

TPS1811H Institutional Research and Planning [RM]

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.

NOTE: This course with an institutional focus complements TPS1807H, which has a systems focus.

D. W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the “entrepreneurial university” and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.

V. LeBlanc

TPSI814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.

J.L. Magnusson

TPSI815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

J. L. Magnusson

TPSI817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.

L. Muzzin

TPSI818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

Staff

TPSI819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

M.L. Skolnik

TPSI820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.

Staff

TPSI821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular

attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.

M.L. Skolnik

TPSI822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

TPSI824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D.W. Lang

TPSI825H Comparative Education Theory and Methodology [RM]

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

R.E.S. Hayhoe

TPSI826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different

societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

R.E.S. Hayhoe

TPSI827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

G.A. Jones

TPSI828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

J.L. Magnusson

TPSI832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.

R.E.S. Hayhoe

TPSI833H Academic Capitalism: Higher Education with a Corporate Agenda

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

L. Muzzin

TPSI834H Qualitative Research in Higher Education [RM]

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionist, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

L. Muzzin

TPSI836H Critical Analysis of Research in Higher Education [RM]

This course will focus on the critical analysis of interdisciplinary research conducted within the higher education context. Participants will begin with an exploration of the fundamental characteristics and underlying theories of quantitative, qualitative and mixed mode research methodologies, and the strengths and limitations of each in relation to issues relevant to higher education. Building on this foundation, the participants will analyze and critique publications and theses reporting higher education research. Recommendations and implications suggested in these documents will be critiqued with respect to their potential impact on decisions made by organizational leaders with respect to equity issues, policies and procedures. Finally, participants will develop a sound research proposal that could conceivably be conducted within the higher education context.

K. Janzen

TPSI837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in

skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada.

Staff

TPSI838H Continuing Education

The intent of this course is to explore current issues in continuing education including: access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs; the roles of colleges, universities, the work place and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs; the impact of educational technologies on the accessibility and the quality of continuing education.

A. Hildyard

TPSI839H Administration of Technology in Higher Education

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.

Staff

TPSI842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

M.L. Skolnik

TPSI843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

M.A. Zuker

TPSI844H The Student Experience in Postsecondary Education

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad forms of literature/documentation that addresses various components of the student experience. A particular

focus of this course will be on exploring the various outcomes of postsecondary education and examining forms of assessing the various student outcomes in and beyond postsecondary education.

A. Chambers

TPSI845H Applications in the Student Experience [RM]

This course will provide students an opportunity to apply knowledge, reflections and skills developed in the Student Experience in Postsecondary Education course, "The Student Experience in Postsecondary Education", and their experiences working in areas related to student development and learning. Students will be required to construct and conduct a mini- research project; analyze data from the research project and design and lead a course module on a theory and research-to-practice aspect of student learning and development using the results from their research analyses. Portions of the course will follow the structure of Open Space Technology (Owen, 1997) which requires the co-creation of the course outline and approaches by students and the instructor.

A. Chambers

TPSI846H Internationalization of Higher Education in a Comparative Perspective

The purpose of this course is to examine the complex phenomenon of internationalization from both conceptual and applied perspectives. The course explores and develops a conceptual framework for internationalization through a rigorous analysis of different meanings of the concept; shifting rationales, benefits, risks, and outcomes; and the diversity of actors and stakeholders. Students will apply the conceptual framework to a region or group of countries in the world, by analyzing the key priorities, policies and issues. Comparing different approaches among the regions and countries will raise important questions about the different roles and implications of the internationalization process. Emerging trends and issues linked to internationalization including commercialization, brain drain/gain, quality assurance, cultural homogenization, neo-colonization and world rankings will be examined. This course has a definite policy orientation and students with some academic or professional background in higher education will benefit most from it.

J. Knight

TPSI847H Human Resource and Diversity Issues in Higher Education

This course will explore and discuss models of and approaches to leadership as they pertain to higher education. Particular attention will be paid to equity and diversity issues within human resources, recognizing the increasing diversity of the higher education environment. The course will include an examination of (a) how equity and diversity inform our models of academic and administrative leadership; (b) what leaders might do to ensure that their institutions are viewed as Employers of Choice both nationally and internationally; (c) the role of leadership within the post-secondary system in the promotion and enhancement of student learning and development.

A. Hildyard

TPS1848 Innovative Curricula in Higher Education and Professional Programs

This course explores how educators in higher education and professional programs approach curriculum development from an innovative perspective. Curriculum theories, philosophic perspectives in the literature, and current realities in the classroom will be explored. Curriculum challenges with respect to access, quality and funding in higher education will be identified and analyzed, and innovative strategies for addressing these challenges will be generated.

K. Janzen

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS2006H Educational Finance and Economics

The course is about the resources — public and private — that support schools, colleges, and universities: how the resources are raised, how they are allocated, how they are budgeted for, how they are economically justified, and how they are accounted for. The course is also about the connections: connections between investments in education and the larger economy, between the organization of systems and the way funding is allocated and accounted for, between forms of budgets and the efficiency with which funding is deployed, and between funding and educational quality. Although the ideas of classical economists — Smith, Ricardo, Marx, Becker, Rostow — about the formation of human capital will be discussed, the course does not require a background in economic theory.

NOTE: Students who have taken TPS1017 or TPS1841 are not eligible to take this course for credit.

D. W. Lang and Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.

R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS 1820H.

Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS 1852H.

Staff

JHS1916H Studying the Graduate Student Experience

This course will give students an opportunity to address issues that have both theoretical resonance and practical relevance for them. Beginning with a review of the Canadian postsecondary context and international comparisons, we then consider appropriate methods and theories for studying the graduate student experience. We proceed to a series of topics that relate to graduate programs and degrees, drawing on the research literature. These topics focus on issues that arise as students navigate through programs and into 'life after graduate school', including identity, writing, classroom experiences, disciplinary differences, the 'hidden curriculum', and thesis supervision. Integrated into the course will be an opportunity to do some qualitative interviewing of other students. Equity issues and comparative perspectives will be found throughout the course readings.

S. Acker

JHS3932H Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: In addition to TPS1801, TPS1802, TPS1803, TPS1805, TPS1806, TPS1807, TPS1809, TPS1811, TPS1812, TPS1814, TPS1815, TPS1817, TPS1818, TPS1819, TPS1821, TPS1822, TPS1824, TPS1825, TPS1826, TPS1827, TPS1828, TPS1832, TPS1833, TPS1834, TPS1836, TPS1837, TPS1838, TPS1839, TPS1842, TPS1843, TPS1844, TPS1845, TPS1846, TPS1847 and TPS1848, the following courses are accepted for credit in Higher Education:

- AEC1107H Developing and Leading High Performing Teams: Theory and Practice
- AEC1114H Comparative and International Perspectives in Adult Education
- AEC1131H Teaching, Learning, and Working in Nonprofit Organizations
- AEC1146H Women, War and Learning
- AEC1181H Embodied Learning and Qi Gong
- AEC1207H Counselling Topics in Sexual Orientation and Gender Identity/Diversity
- AEC3104H Political Economy of Adult Education in Global Perspectives
- AEC3140H Post-Colonial Relations and Transformative Education
- AEC3173H Effecting Change: Creating Wellness
- HDP1216H Psychoeducational Assessment
- LAW384H Intellectual Property
- SES3932H Contemporary Perspectives on Women and Higher Education
- SOC6019H The Sociology of Gender and Work

NOTE: In addition to Research Methods [RM] courses offered in TPS, Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

Adult Education and Counselling Psychology

- AEC1145H Participatory Research in the Community and the Workplace [RM]

Curriculum, Teaching and Learning

- CTL1108H The Phenomenological Curriculum
- CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education
- CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]
- CTL1809H Narrative and Story in Research and Professional Practice
- CTL1810H Doctoral Seminar in Qualitative Research on Teaching
- CTL1861H Critical Ethnography [RM]

Human Development and Applied Psychology:

- HDP1288H Intermediate Statistics and Research Design [RM]

- HDP3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

Sociology and Equity Studies in Education:

- SES1905H Qualitative Approaches to Sociological Research in Education [RM]
- SES3930H Advanced Seminar on Feminist Methodology and Education [RM]

Department of Public Health Sciences, University of Toronto:

- CHL5111H Qualitative Research Methods
- CHL5115H Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

- NUR1024H Qualitative Research: Foundations, Methods and Designs

Courses that fulfill the Health Professions' Requirement for the MEd Program:

- AEC1173H Creativity and Wellness: Learning to Thrive
- AEC1181H Embodied Learning and Qi Gong
- AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
- CHL5607H Teaching and Learning by the Health Professions: Principles and Theories
- TPS1804H Issues in Medical/Health Professional Education
- TPS1808H Research in Health Professional Education [RM]
- TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
- TPS1812H Education and the Professions (can be used for regular or health requirement)
- TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education
- TPS1817H Nurturing Professional Education (can be used for regular or health requirement)
- TPS1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing (can be used for regular or health requirement)

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- ◆ **History of Education**
- ◆ **Philosophy of Education** (page 175)

Given the close relationship of these two disciplines within our Program, Philosophy of Education students are normally required to take TPS1419H, Historiography and the History of Education (or an equivalent approved by the Program Co-ordinator) while History of Education students are normally required to take TPS1440, Introduction to the Philosophy of Education (or an equivalent approved by the Program Co-ordinator).

Students are encouraged to sample courses from the affiliate area – e.g., in the case of Philosophy of Education students, to sample History of Education course offerings.

Each field offers courses of study leading to MEd, MA, EdD and PhD degrees.

Important Notice

The History and Philosophy of Education Program is currently not accepting new PhD or EdD students for 2012-13. However, those interested in working with History and Philosophy of Education faculty should contact its coordinator Ruth Sandwell to discuss later possibilities. The Program continues to accept applications for those seeking MA and MEd degrees in History and Philosophy of Education.

For further information, please contact:

Professor Ruth Sandwell
Email: ruth.sandwell@utoronto.ca

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- ◆ Transformative Learning (page 204)
- ◆ Women's Studies/Feminist Studies (page 199)

Collaborative Graduate Degree Programs

Students in the History and Philosophy of Education Program may also enroll in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the collaborative program.

- ◆ Comparative, International and Development Education (CIDE) (see pages 184 - 187)
- ◆ Educational Policy (see page 188)
- ◆ Graduate Collaborative Program in Women and Gender Studies (GCWS) (see page 193)

History of Education Field

David Levine, PhD (Cambridge)

Professor

(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, PhD (Toronto)

Professor

(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Ruth W. Sandwell, PhD (Simon Fraser)

Associate Professor, Program Coordinator, History and Philosophy of Education

(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture; historical memory, history teaching/education)

Elizabeth M. Smyth, EdD (Toronto)

Professor and Vice-Dean, Programs, School of Graduate Studies

(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, PhD (Toronto)

Professor

(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Associated Faculty

Heidi Bohaker, PhD (Toronto)

Assistant Professor in Aboriginal History, Department of History

(Aboriginal history; Pre-Confederation Canada; ethnohistory)

Elsbeth Brown, PhD (Yale)

Associate Professor, Department of History
Director, Center for Study of United States

(U.S. social and cultural history; visual culture; consumer culture; gender and sexuality)

Franca Iacovetta, PhD (York)

Professor, Department of History
(women and gender; immigrants, minorities, and comparative migration; social and labour history and transnational labour militancy)

Eric Jennings, PhD (California, Berkeley)

Associate Professor, Department of History
(French history; history of tourism; history of medicine; history of French colonialism [Vietnam, Madagascar])

Michelle Murphy, PhD (Harvard)

Associate Professor, Department of History
(20th century; gender and race; history of science, technology, biopolitics, and medicine; social and cultural theory)

Ian Radforth, PhD (York)

Professor, Department of History
(Canadian social and cultural history)

Pietr Wrobel, PhD (Warsaw)

Associate Professor, Department of History
(modern central Europe; Poland; national minorities)

Professors Emeriti

Ruth Roach Pierson, PhD (Yale)
Alison Prentice, PhD (Toronto)
Stephen T. Rusak, PhD (Alberta)

Core Course Requirements

Students in the MA, EdD and PhD degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the MEd degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research [RM]). All students in the History field are required to take TPS1440 (Introduction to Philosophy of Education) or an equivalent approved by the Program Coordinator.

Degrees

Students may register for the MEd, MA, EdD, or PhD degree in the History of Education field of specialization. The MEd and EdD degrees are intended primarily for educational practitioners while the MA and PhD degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the MEd **Option II**, which requires a major research paper and the MEd **Option IV**, which requires 10 half-courses only. The EdD has a minimum period of full-time study. The MEd and MA may be pursued on a full- or part-time basis. The PhD must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 22 - 29), MA and PhD applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The MEd degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 22 - 29, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in History of Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of TPS1460 (History and Educational Research [RM]) is mandatory in both options.

Doctor of Education

The EdD degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 29, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum EdD degree requirements (for candidates who have a master's degree equivalent to the History of Education MEd or MA) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory EdD seminars (TPS3490 - EdD Seminar in the History of Education: I, and TPS3491 - EdD Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All EdD students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a bachelor's degree with high academic standing from a recognized university with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 171 - 174.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 22 - 29 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a master's degree with high academic standing from a recognized university with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the PhD. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the PhD degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All PhD candidates are required to write a comprehensive examination.

Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1406, 1426 and 1430.

History of Women and the Family in Education

TPS courses: 1422, 1423, 1426, 1428, 1429 and 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1424, 1428, 1429 and 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1419 and 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405 and 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

D. Levine

TPSI401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

H.M. Troper

TPSI403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).

E.M. Smyth

TPSI404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.

R. Sandwell

TPSI405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.

H.M. Troper & D. Levine

TPSI406H Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.

D. Levine

TPSI410H Schooling in the Movies: Education as Reflected in Hollywood Films

The course will be built around a series of six two week class units. In the first class of each unit students will view a film after which, with the film still fresh in mind, they will have a first discussion of the film and issues it raises. For the next class students will watch a second film on the same topic from a short list supplied, read contemporary reviews for both films, read assigned monographs or articles related to the historical period or subject matter of the films and prepare a

short critique based on the films and readings. The second class in each unit will then review the critiques and discuss the films in light of insight afforded by historians or other scholars. Students will also prepare a course paper.

H. Troper

TPSI415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.

Staff

TPSI416H L'éducation en Ontario

Ce cours trace l'évolution et les transformations de l'éducation de langue française en Ontario du 18e au 21e siècles, en la situant dans le contexte de l'histoire de l'éducation en Ontario. Les analyses de textes et les discussions porteront sur les intersections entre la langue, la religion, la race, les classes sociales, l'ethnicité et les spécificités sexuelles (gender).

Staff

TPSI416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

E.M. Smyth

TPSI419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.

NOTE: TPSI419 is compulsory for all students in the MA, EdD, and PhD programs who will be developing a thesis topic in the History of Education.

D. Levine

TPSI420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

D. Levine

TPSI422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

D. Levine

TPSI423H The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kinds of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

R. Sandwell

TPSI424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

H.M. Troper

TPSI426H The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.

C. Morgan

TPSI427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.

C. Morgan

TPSI428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of

immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

H.M. Troper

TPSI429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

H.M. Troper

TPSI430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

C. Morgan

TPSI448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

C. Morgan

TPSI452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS1454H The Battle Over History Education in Canada

Canadians, like other peoples around the world, have witnessed a breakdown in consensus about what history should be taught in schools, and a heightened awareness of the political nature of deciding whose history is, or should be, taught. Debates about what to teach, and how, are appearing as strands within larger discussions about the social and political meaning and purposes of history, and 'historical consciousness' is emerging in a wide range of cultural activities, from visiting museums to watching the History Channel. Adults and children alike seem to be seeking answers to questions of identity, meaning, community and nation in their study of the past. Students in this course will explore through readings and seminar discussions some of the complex meanings that our society gives to historical knowledge, with particular emphasis on the current debates about history teaching in Canadian schools, and the political and ethical issues involved. This course was previously listed under TPS1461 - "Special Topics in History: History Wars: Issues in Canadian History Education".

R. Sandwell

TPS1460H History and Educational Research [RM]

A seminar course required of all MEd students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department.

The topics will be announced each spring in the Winter Session and Summer Session schedules.

Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: TPS 1422H or permission of instructor.

D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.

H.M. Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.

Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

Staff

TPS3490H EdD Seminar in the History of Education: I

This is a required research seminar for EdD candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

TPS3491H EdD Seminar in the History of Education: II

See description for course TPS 3490H.

Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest.

The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3495H Doctoral Practicum in the History of Education: II

See description for course TPS 3494H.

Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H The History of Higher Education in Canada: An Overview

TPS1820H The section titled: The University in an International Context: Ethics, Human Rights, Politics

TPS1822H The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H Sociological Theory in Education

SES1983H Gender and Historical Sociology

Philosophy of Education Field

Megan Boler, PhD (California, Santa Cruz)

Professor

(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Eric Breddo, PhD (Stanford)

Professor and Chair, TPS Department

(philosophy of education, sociology of education, pragmatism, conceptual issues in educational theory and research, ethical aspects of educational research, policy and practice)

Trevor Norris, PhD (Toronto)

Assistant Professor

(philosophy of education, philosophy in schools, impact of commercialism on education, comparative international education)

John Portelli, PhD (McGill)

Professor

(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Associated Faculty

Frank Cunningham, PhD (Toronto)

Professor, Philosophy Department, University of Toronto
(political philosophy; philosophy in high schools; philosophy of education)

Mario Di Paolantonio, PhD (Toronto)

(ethics; social memory and pedagogy; legal Commemoration; social and political thought; Commemorative pedagogy; philosophy of education)

Mario O. D'Souza, PhD (Toronto)

(philosophy of education; Catholic educational theory; culture and education)

Elizabeth Gould, DMA (University of Oregon)

Associate Professor, Faculty of Music, Music Education Division, University of Toronto
(feminism and music education; queer theory; performative subjectivities)

Kathryn Pauly Morgan, PhD (Johns Hopkins)

Professor, Philosophy Department; Institute for Women's Studies and Gender Studies
(social philosophy; feminist philosophy of education; philosophy of sexuality)

Amy Mullin, PhD (Yale)

Professor, Philosophy Department, University of Toronto
(feminist ethics; aesthetics; relations of children and mothers; disability studies)

Jeff Stickney, PhD (Toronto)

(philosophy of language; ethical and political philosophy; historical ontology and epistemology; classical Greek philosophy)

Peter Trifonas, PhD (British Columbia)

Associate Professor, Curriculum Teaching and Learning
(postmodernism; critical theory; curriculum theory; cultural studies)

Rinaldo Walcott, PhD (Toronto)

Associate Professor, Sociology and Equity Studies
(cultural studies; postcolonial studies; black diaspora studies)

Professors Emeriti

Deanne Bogdan, PhD (Toronto)

Dwight Boyd, EdD (Harvard)

Dieter Misgeld, Dr. Phil (Heidelberg)

Brent S. Kilbourn, PhD (Toronto)

Degrees

Students may register for the MEd, MA, EdD, or PhD degree in the Philosophy of Education field of specialization. The MEd and EdD degrees are intended primarily for educational practitioners, while the MA and PhD degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the MEd. The EdD has a minimum period of required full-time study. The MEd and MA may be pursued on a full- or part-time basis. The PhD must be undertaken on a full-time basis. In addition to the Minimum Admission and Degree Requirements (pages 22 - 29), MA and PhD applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Given the close relationship of History and Philosophy within our Program, Philosophy of Education students are required to take one course in History (Normally TPS1419H, Historiography and the History of Education) or an equivalent offered by the History of Education faculty or our Associate Faculty members in History, as approved by the Program Coordinator. Philosophy of Education students are encouraged to enroll in additional courses in History of Education.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The MEd degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 22 - 29, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) and TPS1419 (Historiography and the History of Education) are mandatory in both options.

Doctor of Education

The EdD degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 29, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated.

Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum EdD degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education MEd or MA specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All EdD students are required to take a comprehensive examination.

The core requirements include two mandatory EdD seminars (TPS3480, EdD Seminar in the Philosophy of Education: II, normally taken during the year of required full-time study, and TPS1440, An Introduction to Philosophy of Education, unless it or an equivalent has been taken previously). Also, TPS1419, Historiography and the History of Education is required (or an equivalent approved by the Program Coordinator). Two of the remaining five courses should normally be in Philosophy

of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy may, upon approval, be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a bachelor's degree with high academic standing from a recognized university with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. This degree requires completion of two core courses: TPS1440, Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken), and TPS1419H, Historiography and the History of Education (or an equivalent approved by the Program Coordinator). Two of the remaining four courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 177 - 180.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 22 - 29 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with an appropriate master's degree with high academic standing (equivalent to **B+** or better in master's degree program) from a recognized university (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440, An Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken) and TPS1419, Historiography and the History of Education (or an equivalent approved by the Program Coordinator) are mandatory. Two of the remaining four courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 177 - 180.)

All PhD candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in

Philosophy of Education will be required to establish equivalency with the OISE master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the PhD

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the PhD degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPSI432H Knowledge, Mind, and Subjectivity: Foucault and Education

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).

Staff

TPSI433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

J. Portelli

TPSI435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

Staff

TPSI436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

M. Boler

TPSI438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

J. Portelli

TPSI439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

Staff

TPSI440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

D. Boyd

TPSI441H Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a

particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment—such as the conceptual dichotomies of “public/private”, “the right/the good”, “duty/virtue”, etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg’s theory of moral development.

D. Boyd

TPSI442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.

D. Boyd

TPSI443H ‘Troubling’ Knowledges in Education: The Politics of Claiming Truths

Conversations about knowledge, knowing and knowers are central to educational theory, practice, and research. Knowledge concepts, processes, evaluation, and dispositions are the mainstay of educational work. This course addresses these conversations by first articulating and, then, troubling, conventional wisdom on such matters as: truth claims and ‘regimes of truth’, experience, testimony, language games, constructivism, and the authority and situatedness of expertise and experience. Challenges to the European Enlightenment, presented by Indigenous, postcolonial, Feminist, Critical Race and Disability studies are taken up. In a postmodern era what counts as knowledge is literally and virtually up for grabs. In an era of globalization the stakes as to what and whose knowledge counts are higher than ever. The aim of this course is to familiarize ourselves with some of these most compelling conversations regarding knowledge and knowers in order to appreciate the work we do as educators and learners, the benefits and burdens of producing knowledge, and the political ramifications of privileging some forms of knowledge (and knowers) over others.

“With whose blood have my eyes been crafted?”

Donna Haraway, “Situated Knowledges.”

Staff

TPSI446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be

shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

J. Portelli

TPSI447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

M. Boler

TPSI453H Individual Reading and Research in the Philosophy of Education: Master’s Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPSI462H Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.

M. Boler

TPSI465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and “zero tolerance” policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.

J. Portelli

TPS1472Y Philosophical Questions About the Teaching of Philosophy

This new offering introduces students to key issues regarding teaching philosophy to a range of ages and in a variety of contexts. One course aim is to allow students to tie philosophical thought more directly to teaching and learning in schools in a way that allows them to improve both student learning and their own teaching. Open to graduate students and teacher candidates in all disciplines, attention will be devoted to pedagogical practices such as differentiated instruction and teaching learners of diverse abilities and ages as it relates to philosophical thought. Literature from the Philosophy for Children (P4C) will be engaged and compared with strategies for teaching the adolescent learner. Candidates working in the publicly funded school system will also have an opportunity to explore topics and issues of particular relevance to their own educational aims and interests. Graduate students will be provided with opportunities to advance their own research through independent studies while benefitting from direct contact with teacher candidates; teacher candidates will benefit from the expertise and research of graduate students. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout. A secondary aim of the course will be to allow teacher candidates to connect philosophy with their own approach to educational and cultivate a philosophy of education that will increase student engagement and learning.

T. Norris

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts. The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as “voice”, “empowerment”, and “dialogue” that have been advocated and contested within critical educational theory.

M. Boler

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.

Staff

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of instructor.

D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

D.R. Boyd

TPS3447H Theories of Modernity and Education: I

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas’ theory of democratic modernization.

Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS 1453H.

Staff

TPS3465H Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

Staff

TPS3480H EdD Seminar in the Philosophy of Education: I

This is a required research seminar for EdD candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students’ thesis/project proposals and progress reports.

Staff

TPS3481H EdD Seminar in the Philosophy of Education: II

See description for course TPS3480H.

Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest.

The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS 3484H.

Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL1032H Knowing and Teaching

**Theory and Policy Studies in Education
(Educational Administration Program)**

TPS1024H Critical Conversations: Philosophy,
Educational Administration and Educational
Policy Studies

TPS3055H Democratic Values, Student Engagement and
Policy Studies

Collaborative Graduate Degree Programs

Aboriginal Health

The graduate units of Adult Education and Counselling Psychology, Anthropology, Geography, Nursing Science, Public Health Sciences, and Sociology and Equity Studies in Education, in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program participate in this collaborative program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate department program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health: A personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Aboriginal Health" in addition to the degree from the OISE department.

Further information is available from:

K. Young

Department of Public Health Sciences
Telephone: 416-978-0298
E-mail: kue.young@utoronto.ca

Suzanne L. Stewart

Counselling Psychology Program
Telephone: 416-978-0723
E-mail: suzanne.stewart@utoronto.ca

OR

School of Graduate Studies Calendar.

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with MA and PhD degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the *School of Graduate Studies Calendar*.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE department.

Further information is available from:

Abby Goldstein, Counselling Psychology Program,
Department of Adult Education and Counselling
Psychology
Telephone: 416-978-0703
E-mail: abby.goldstein@utoronto.ca

R.E. Mann, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2058
E-mail: chl.grad@utoronto.ca

Aging, Palliative and Supportive Care Across the Life Course

The Department of Adult Education and Counselling Psychology (AECPC) as well as other University of Toronto departments, participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course, offering MEd, MA, EdD and PhD degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECPC, and follow a course of study acceptable to AECPC and the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.

Admission Requirements

Applicants must meet the minimum OISE requirements (see Minimum Admission and Degree Requirements section, pages 22 - 29), and the departmental requirements (as outlined on pages 39 - 71). Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course. See the *School of Graduate Studies Calendar* for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AECPC (as outlined on pages 39 - 71) and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the *School of Graduate Studies Calendar*. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging, palliative and supportive care across the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:

Counselling Psychology Program

Lana Stermac

Telephone: 416-978-0722

E-mail: l.stermac@utoronto.ca

Aging, Palliative and Supportive Care Across the Life Course

Suite 106, 222 College Street

University of Toronto

Toronto, Ontario M5T 3J1

Telephone: 416-978-0377

Fax: 416-978-4771

Website: www.utoronto.ca/lifecourse/collaborative

Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

- ◆ Adult Education and Community Development (MA and MEd) at OISE
- ◆ Counselling Psychology (MEd) at OISE;
- ◆ Program in Planning (MSc(Pl)), in the Department of Geography;
- ◆ Public Health Sciences (MHSc) in the Faculty of Medicine;
- ◆ Faculty of Social Work (MSW).

Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).
2. After they have been accepted by one of the participating graduate departments/programs, applicants then send the following to the Program Committee of the Collaborative Program:
 - a) a copy of the letter of acceptance into one of the participating graduate departments/programs
 - b) a résumé or curriculum vitae

- c) a letter explaining how their program of study and specific research interests relate to community development (i.e., why do you want to enroll in the Collaborative Program in Community Development).

Further information is available from:

Grace Ramirez, Registrar
 Collaborative Program in Community Development
 Centre for Urban & Community Studies
 University of Toronto
 455 Spadina Avenue, Suite 400
 Toronto, Ontario, Canada M5S 2G8
 Telephone: 416-978-0808
 Fax: 416-978-7162
 E-mail: grace.ramirez@utoronto.ca

Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfill the requirements of the Collaborative Program, students must complete the following. With the exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course "Community Development: Theory and Practice," is a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program, either a thesis or the major research paper on a topic related to community development.

Common Learning Experience

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following:

- ◆ The required core course "Community Development: Theory and Practice."
- ◆ A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.
- ◆ Speakers, seminars, and workshops from time to time. Students in the Collaborative Program are expected to participate in these events (including decisions on the themes, topics, speakers, format, etc).

Courses

Core Course

UCS1000H Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology

AEC1102H Community Development: Innovative Models
 AEC1104H Community Education and Organizing
 AEC1289H Community Mental Health
 AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
 AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
 AEC3182H Citizenship Learning and Participatory Democracy

Planning

JPG1418 Rural Planning
 JPG1421 Health in Urban Environments
 JPG1507 The Geography of Housing and Housing Policy
 JPG1508 Planning with the Urban Poor in Developing Countries
 JPG1615 Planning & Financing the Social Economy
 PLA1503 Planning and Social Policy

Public Health Sciences

CHL5112 Community Development in Health
 CHL5801 Health Promotion

Social Work

SWK4210 Promoting Empowerment
 SWK4422 Social Housing and Homelessness
 SWK4568 Social Work with Immigrants and Refugees
 SWK4651 Community Social Work Practice

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

Further information is available from:

Jack Quarter (Adult Education and Community Development)
 Telephone: 416-978-0820
 E-mail: jack.quarter@utoronto.ca

Suzanne L. Stewart (Counselling Psychology)
 Telephone: 416-978-0723
 E-mail: suzanne.stewart@utoronto.ca

J. David Hulchanski, Collaborative Program Director
Faculty of Social Work and the Centre for Urban and
Community Studies
246 Bloor Street West
Toronto, Ontario
Telephone: 416-978-4093 Fax: 416-978-7162
E-mail: david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies
Website:
[http://www.urbancentre.utoronto.ca/
communitydevelopment.html](http://www.urbancentre.utoronto.ca/communitydevelopment.html)

Comparative, International and Development Education

Program Co-Directors:

Karen Mundy, Adult Education and Counselling
Psychology; Comparative, International and
Development Education Centre, 7th Floor, OISE
Sarfaro Niyozov, Curriculum, Teaching and Learning;
Comparative, International and Development
Education Centre, 7th Floor, OISE

Contact:

Website: www.oise.utoronto.ca/cidec
E-mail: cidec.oise@utoronto.ca

The Collaborative Program in Comparative, International and Development Education (CIDE) provides the opportunity for students enrolled in any of OISE's four participating departments to receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

CIDE is one of the world's largest, most diverse and dynamic graduate programs in the field of comparative education. All CIDE students and faculty bring with them extensive international experience. Faculty interests span an exciting range of theoretical and practical issues – from the study of ethnicity and identity to the issues of globalization and global governance; from non-formal learning and citizenship education, to concrete problems of educational reform, social equality, language education, conflict resolution and community development. We approach these issues from a range of theoretical and disciplinary frames that is unparalleled in other comparative education programs. More traditional sociological, historical and philosophical approaches are taught alongside vibrant interpretations of feminist, critical, post-structuralist and cultural theories.

In addition, CIDE students have access to courses and professors with related geographic and thematic interests at one of the world's pre-eminent research universities. Students can take courses in political science, development

studies, international relations, feminist studies, sociology, geography and beyond. The CIDE program is linked with events and programs at the Munk School of Global Affairs at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

The CIDE program is available to students enrolling in the MEd, MA, EdD and PhD degree programs in the following departments:

Adult Education and Counselling Psychology

- ◆ Adult Education and Community Development Program

Curriculum, Teaching and Learning

- ◆ Curriculum Studies and Teacher Development Program
- ◆ Second Language Education Program

Sociology and Equity Studies in Education

- ◆ Sociology in Education Program

Theory and Policy Studies in Education

- ◆ Educational Administration Program
- ◆ Higher Education Program
- ◆ History and Philosophy of Education Program

Admissions Requirements

Applicants should apply to the appropriate degree program in one (or more) of the collaborating departments, listed above, that corresponds most closely to their general background and interests.

In addition to meeting the minimum OISE admission requirements (see Minimum Admission and Degree requirements section in this *Bulletin*, pages 22 - 29), and department requirements, applicants to this Collaborative Program are ordinarily expected to have had at least one year of international or cross-cultural experience.

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Website: www.oise.utoronto.ca/cidec. You are strongly advised to become familiar with the work of core CIDE faculty members in the department to which you are applying. Reference to their work and to your own comparative and international interests is critical for acceptance into the CIDE program.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of

courses will satisfy this requirement without any additional course load. Collaborative Program requirements include:

- ◆ CIE1001H: Introduction to Comparative, International and Development Education (PhD students who have completed this course in the CIDE master's program are exempt from this requirement). CIE1001H should be taken in the first year of a full-time student's academic course load, or within the first four courses of the part-time and flex-time student's academic course work.
- ◆ One other CIDE core course
- ◆ Two other CIDE courses (core or affiliated)
- ◆ Participation in and attendance at a minimum of five CIDE Seminar Series.
- ◆ Masters and doctoral students who write a thesis or major research paper as part of their program are also required to make at least one presentation to the CIDE community related to their research/development work.
- ◆ For master's students, development of a thesis (or research project or exam, as required by the home program) that relates to and demonstrates Master's level understanding of the research/theory base of CIDE. Participating CIDE faculty and the home department must be represented on the thesis committee.
- ◆ For doctoral students, development of a thesis that contributes to the research/ theory base of CIDE. Participating CIDE faculty and the home department must be represented on the thesis committee.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below). They may also seek advice and information from the Comparative, International and Development Education Centre, cidec.oise@utoronto.ca and the CIDE Program Directors.

CIDE Participating Faculty:

A. Goodman, A. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, J. Restoule, J. Quarter, (AECF); K. Bickmore, L. Cameron, A. Cumming, J. Cummins, M. Evans, J. P. Farrell, G. Feuerverger, A. Gagné, R. Gaztambide-Fernández, D. Gérin-Lajoie, D. Holland, E. Jang, J. Kerekes, M. Kooy, S. Niyozov (CTL); G. Sefa Dei, R. Coloma, K. Dehli, W. Gitari, M. Heller, D. Livingstone, P. Olson, S. Razack, A. Trotz, R. Walcott, N. N. Wane (SESE); S. Anderson, N. Bascia, M. Boler, D. Haché, R. Hayhoe, G. Jones, R. Joshee, D. Lang, B. Levin, D. Levine, C. Morgan, T. Norris, J. Portelli, C. Sá, H. Troper (TPS); N. Labrie (OISE); K. Rankin (Geography, UofT); R. Sandbrook (Munk Centre, UofT)

Adjunct Faculty:

J. Knight, V. Masemann, S. Mikhail

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

NOTE: Not all courses are offered every year. Please consult the CIDE Course List at: www.oise.utoronto.ca/cidec

CIE or Joint Comparative Education Courses

CIE1001H Introduction to Comparative, International and Development Education

This course serves as the basic core course for the OISE graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. CIDE students only, or by permission of instructor.
K. Mundy, S. Niyozov and Staff

CIE1002H Practicum in Comparative, International and Development Education

Supervised experience in an organizational setting related to comparative, international, and development education, under the direction of a CIDE faculty and a professional mentor. The practicum will include not fewer than 40 hours of field placement over a period of one semester. There will be three assignments: 1) Development of a proposal that includes main learning goals, identification of a field site, and selection of a field based mentor; 2) Completion of the practicum itself (40 hours of on-site work); 3) A final "portfolio" assignment that should include some combination of a short reflection paper on knowledge gained during the practicum, and evidence of any work completed during the practicum itself. The practicum is intended to provide students with practical experience and an opportunity to apply skills and knowledge gained from participation in the Comparative, International and Development Education Collaborative program. Arrangements for the practicum placement and selection of a CIDE supervisor are the responsibility of the individual student.

Prerequisites: The course will be open to students who have completed the core CIDE course, CIE 1001, and at least one other CIDE course.

NOTE: Students who have previously taken CTL6797 are prohibited from taking this course.

NOTE: The Practicum in Comparative, International and Development Education form is available from the CIDE office, 7-107, or online at: www.oise.utoronto.ca/cidec

CIE1005H Special Topics in Comparative, International and Development Education.

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.

Staff

Collaborative Graduate Degree Programs

Collaborative Program Core Courses

AEC1114H Comparative and International Perspectives in Adult Education
AEC1146H Women, War and Learning
AEC3104H Adult Education and Marxism
AEC3131H Special Topics: Popular Education: Comparative and International Perspectives
AEC3179H Work, Technology and the Knowledge Economy
AEC3180H Global Governance and Educational Change
AEC3182H Special Topics: Citizenship Learning and Participatory Democracy
CIE1001H Introduction to Comparative, International and Development Education
CIE1002H Practicum in Comparative, International and Development Education
CIE1005H Special Topics in Comparative, International and Development Education
CTL1037H Comparative and Cross-cultural Perspectives
CTL1060H Education and Social Development
CTL1312H Democratic Citizenship Education
CTL1318H Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)
CTL1863H Controversial Issues in Development Education
CTL1864H Methodologies for Comparing Educational Systems [RM]
CTL3015H Seminar in Second Language Literacy Education
SES1924H Modernization, Development and Education in African Contexts
SES1927H Global Economic Restructuring – International Migration – Immigration Policies
SES3911H Cultural Knowledges, Representation and Colonial Education
TPS1016H School Program Development and Implementation
TPS1019H Diversity and the Ethics of Educational Administration
TPS1807H Strategic and Long-range Planning for Postsecondary Systems
TPS1825H Comparative Education Theory and Methodology
TPS1826H Comparative Higher Education
TPS3020H Educational Change in the Post-Modern Age
TPS3810H International Academic Relations

Collaborative Program (Affiliated) Courses

AEC1102H Community Development: Innovation Models
AEC1131H Special Topics: Community Healing and Peacebuilding
AEC1145H Participatory Research in the Community and the Workplace [RM]
AEC1180H Aboriginal World Views: Implications for Education
AEC1181H Embodied Learning and the Qi Gong
AEC1184H Aboriginal Knowledge: Implications for Education
AEC1190H Community Healing and Peacebuilding

AEC3103H Teaching about Global and Social Issues
AEC3113H Historical Materialism in Adult Education: Ideology, Consciousness, and Praxis
AEC3119H Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3126H Transformative Education and the Global Community: Creativity and Social Change
AEC3132H Special Topics in Women in Development and Community Transformation
AEC3138H Social Theories and Adult Education
AEC3140H Post-colonial Relations and Transformative Education
CTL1010H Children's Literature with a Multicultural Context
CTL1031H Language, Culture and Identity
CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
CTL1307H Identity Construction and Education of Minorities
CTL1816H Official Discourses and Minority Education (Doctoral students only)
CTL1819H Critical Analysis of Multicultural Literature
CTL3008H Critical Pedagogy, Language and Cultural Diversity
CTL3015H Seminar in Second Language Literacy Education
CTL3018H Language, Planning and Policy
CTL3024H Second Language Teacher Education
JPE2408Y Political Economy of International Development
JPG1509H Gender Planning and International Development
SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
SES1921Y The Principles of Anti-Racism Education
SES1922H Sociology of Race and Ethnicity
SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1926H Race, Space and Citizenship: Issues for Educators
SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice
SES1956H Social Relations of Cultural Production in Education
SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education [RM]
SES3912H Race and Knowledge Production: Issues in Research
SES3914H Anti-Colonial Thought and Pedagogical Challenges
SES3933H Theorizing Transnationality: Feminist Perspectives
SES3943H Sociology of State Formation and Genealogies of Government
TPS1020H Teachers and Educational Change
TPS1027H The Search for Educational Quality and Excellence in a Global Economy
TPS1029H Special Applications Of The Administrative Process: Improving Student Outcomes On A System Wide Scale

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| TPS1041H | Educational Administration II: Social and Policy Contexts of Schooling |
| TPS1047H | Managing Changes in Classroom Practice |
| TPS1400H | The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution |
| TPS1401H | The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History: Focus on Canada and the U.S.A. |
| TPS1415H | The History of the Teaching Profession |
| TPS1420H | European Popular Culture and the Social History of Education I |
| TPS1422H | Education and Family Life in the Modern World I |
| TPS1427H | History and Commemoration: Canada and Beyond, 1800s-1920s |
| TPS1430H | Gendered Colonialisms, Imperialisms and Nationalisms in History |
| TPS1438H | Democratic Approaches to Pedagogy |
| TPS1447H | Technology in Education: Philosophical Issues |
| TPS1448H | Popular Culture and the Social History of Education II |
| TPS1803H | Recurring Issues in Post-secondary Education |
| TPS1806H | Systems of Higher Education |
| TPS1820H | Special Topics: Higher Education and Globalization: Critical Policy Perspectives |
| TPS1846H | Internationalization of Higher Education in a Comparative Perspective |
| TPS2006H | Educational Finance and the Economics of Education |
| TPS3017H | Problems in the Finance and Economics of Education |
| TPS3020H | Educational Change in the Post-Modern Age |
| TPS3029H | Special Topics in Educational Administration: Educational Policy Current International Trends |
| TPS3041H | Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education |
| TPS3045H | Educational Policy and Program Evaluation |
| TPS3055H | Democratic Values, Student Engagement and Democratic Leadership |
| TPS3423H | Education and Family Life in the Modern World II |
| TPS3447H | Theories of Modernity and Education I |
| TPS3806H | Case Studies in Comparative Higher Education |

A wide selection of additional courses is available across participating departments. See the various departmental pages or visit the CIDE Website for further information.

<www.oise.utoronto.ca/cidec>

OR

E-mail cidec.oise@utoronto.ca

Diaspora and Transnational Studies

The Department of Sociology & Equity Studies in Education, as well as other University of Toronto departments, participates in the Graduate Collaborative Program in Diaspora and Transnational Studies. The Collaborative Master's and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives at the graduate level to augment our already existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the current DTS undergraduate program as well as the many expressions of interest from students keen on thorough graduate training in the field from within Canada and well beyond. The Collaborative Program will be distinctive by being interdisciplinary as well as comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Collaborative Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South. Students must apply to and be admitted to both the Collaborative Program and a graduate degree program of a collaborating unit. Students who complete the program at the Master's level will not be eligible for the program at the Doctoral level.

Programs that participate:

- ◆ Department of Anthropology
- ◆ Cinema Studies Institute
- ◆ Centre for Comparative Literature
- ◆ Graduate Centre for Study of Drama
- ◆ Department of English
- ◆ Department of Geography
- ◆ Department of Germanic Languages and Literatures
- ◆ Department of History
- ◆ Department of Political Science
- ◆ Centre for the Study of Religion
- ◆ Department of Sociology
- ◆ Department of Sociology and Equity Studies in Education, OISE
- ◆ Department of Spanish, Spanish program
- ◆ Women and Gender Studies Institute

For further information about the program and application process please see:

Website: www.utoronto.ca/cdts/graduate.html

(scroll down to "Master's and Doctoral Program" and open the link to "Program Requirements and Application")

SESE Contact

Rinaldo Walcott, Associate Professor

Email: rinaldo.walcott@utoronto.ca

Dynamics of Global Change

The Graduate Collaborative Program in Dynamics of Global Change (DGC) is a multidisciplinary doctoral program at the University of Toronto that explores the frontiers of global change across a wide range of issues. In a rapidly evolving, complex, and loosely structured global system, it is essential to understand the sources, structure and pace – in short, the dynamics – of change. Students may take up questions from their own disciplines, then explore them through the kaleidoscopic perspective created by multidisciplinary collaboration. Further information is available from the School of Graduate Studies Calendar.

For further information about the program and application process please see:

E-mail: munk.centre@utoronto.ca

Website: www.utoronto.ca/mcis/dgc

Telephone: 416-946-8900 (general inquiries)

Department Contact after admission to the Adult Education and Community Development program:

Karen Mundy

Department Contact after admission to the Educational Administration program:

Nina Bascia

Educational Policy

The graduate units of Adult Education and Counseling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education, all at OISE, participate in this collaborative program. The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes. This program is associated with MEd, MA, EdD and PhD degrees.

Students who wish to enroll in a collaborative program must apply to and be admitted to both the collaborative program and one of the following graduate programs at OISE: Adult Education and Community Development, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, History and Philosophy of Education, Second Language Education, or Sociology and Equity Studies in Education.

Participating faculty:

Kiran Mirchandani, Shahrzad Mojab and Karen Mundy (AECIP); Alister Cumming, Jim Cummins, Kathy Bickmore, Diane Gerin-Lajoie, Eunice Jang and Normand Labrie (CTL); Ruth Childs, Carl Corter, Esther Geva, Guanglei Hong, Michael Perlman, Katrina Scott and Rick Volpe (HDAP); Kari Delhi, Diane Farmer

and Peter Sawchuk (SESE); Nina Bascia, Peter Dietsche, Joseph Flessa, Glen Jones, Reva Joshee, Daniel Lang, Benjamin Levin, Jamie-Lynn Magnusson, Blair Mascall, Creso Sá, Tricia Seifert and Harold Troper (TPS).

At the master's level, students must take one required course, TPS3045 Policy and Program Evaluation, and attend semi-weekly policy seminars over a one-year period. At the doctoral level, students must take TPS3045 (if they have not taken it previously at the master's level) as well as TPS3145 Advanced Issues in Educational Policy Analysis and Program Evaluation. Students also will be encouraged to enroll in policy-relevant courses such as the following (Note: not all courses will necessarily be offered every year):

Masters stream electives:

AEC1171H Aboriginal Education: Contemporary Policies and Programs

AEC1189H Workplace Literacies: Theory, Policy and Practice

HDP1211H Psychological Foundations of Early Development and Education

HDP1241H Outcomes of Early Education & Child Care

HDP1259H Child and Family Relationships – Implications for Education

SES1902H Introduction to Sociological Methods in Education

SES1903H Introduction to Sociological Theory in Education

SES1912H Foucault and Research in Education

SES1948H Sociology of Race and Ethnicity

SES1951H School and Community

SES1954H Marginality and the Politics of Resistance

TPS1018H Political Skill in the Education Arena

TPS1020H Teachers and Educational Change

TPS1045H Language Policy Across the Curriculum

TPS1428H Immigration and the History of Canadian Education

TPS1429H Ethnicity and the History of Canadian Education

Doctoral stream electives:

AEC3113H Adult Education and Public Policy

AEC3180H Global Governance and Educational Change: the Politics of International Cooperation in Education

CTL3000H Foundations of Bilingual and Multicultural Education

CTL3008H Critical Pedagogy, Language and Cultural Diversity

CTL3018H Language Planning and Policy

SES2941H Social Inequality in Education

SES2942H Education and Work

SES2999HY Aboriginal Peoples and Citizenship

- SES3943H Sociology of State Formation and Genealogies of Government
 JSA5147H Language, Nationalism and Postnationalism
 TPS3018H Governing Education: A seminar on Politics
 TPS3020H Educational Change in the Post-Modern Age

During their graduate studies, students must follow a program of study acceptable to both their home degree program and the Collaborative Educational Policy Program, including grade point average. Students will be registered in both the home program and in the Collaborative Educational Policy Program.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Educational Policy" in addition to the degree from the OISE department.

Further information is available from:

Nina Bascia, Department of Theory & Policy Studies, OISE
 Telephone: 416-978-1159
 Email: nina.bascia@utoronto.ca

Environmental Studies

OISE and the University of Toronto Centre for Environment collaborate in MEd, MA, EdD and PhD degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE) and is administered in the Departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include:

- AEC1104H Community Education and Organizing
 AEC1160H Introduction to Transformative Learning Studies
 AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry
 AEC1193H Adult Education for Sustainability
 AEC3176H Sense of Place in Professional and Natural Contexts
 ENV1001H Environmental Decision Making (Core Course)
 ENV1002H Case Studies in Canadian Environmental Policy Making
 ENV1410H Analytical Environmental Chemistry
 ENV1444H Capitalist Nature
 ENV1701H Environmental Law
 ENV1703H Water Resources Management
 ENV1704H Risk Analysis and Management
 ENV1705H Corporate Perspectives on the Environment
 ENV1706H Natural Hazards and Natural Disasters
 ENV1707H Environmental Finance and Sustainable Investing
 ENV2000H Topics: Environmental Studies Independent Study

- ENV2002H Special Topics: Environmental Studies
 ENV2501H Pollution Prevention and Control
 JEI1901H Technology, Society and the Environment
 JGE1212H Fate of Contaminants in Land and Water
 JGE1413H Workshop in Environmental Assessment
 JGE1420H Urban Waste Management
 JGN2607H Advanced Techniques in Hydrogeology
 JNC2503H Environmental Pathways
 JPV1201H Politics, Bureaucracy and the Environment
 JVP2147H Environmental Philosophy
 HIS1111H Topics in North American Environmental History
 RLG2019H Religion and the Environment

At the master's level, the arrangement is for students to take one core and two elective, half-credit courses from the courses listed with the Centre for Environment. Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at OISE. These courses are to be approved through an Academic Advisor from one of the two participating OISE departments.

The doctoral program of study normally consists of eight half-courses. One core and one elective, half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder from the two participating OISE departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE department.

**Further information is available from:
 Jennifer Sumner**

Adult Education and Counselling Psychology
 Telephone: 416-978-0784
 Fax: 416-926-4749
 E-mail: jennifer.sumner@utoronto.ca

Njoki Wane

Sociology and Equity Studies in Education
 Telephone: 416-978-0446

Pavel Pripa

Graduate Student Advisor
 Centre for Environment, University of Toronto
 Telephone: 416-978-3475

Ethnic and Pluralism Studies

The graduate units of Anthropology, Centre for European, Russian, and Eurasian Studies (CERES), Geography, History, Centre for Industrial Relations and Human Resources (CIRHR), Nursing, Political Science, Religion, School of Public Policy and Governance, Social Work, Sociology, Sociology and Equity Studies in Education (SESE), Theory and Policy Studies in Education (TPS), and Women and Gender Studies Institute (WGSi) participate in the Ethnic and Pluralism studies graduate

collaborative program. All participating units contribute courses to the program. Each provides a distinctive perspective and knowledge-base for the study of topics such as ethnic and race relations, international migration and immigration, cultural and linguistic communities, inter-group dynamics, nationalist movements, aboriginal affairs, and human rights. The Faculty of Law and Department of Economics also offer courses to students in the program.

This interdisciplinary program is open to master's and doctoral students working in a range of disciplines and professions. It offers students with interests in ethnicity the opportunity to widen their horizons, to expand their knowledge beyond a single disciplinary base, and to take advantage of the wealth and diversity of academic resources available at the University of Toronto – a great university situated in a large and culturally-cosmopolitan city. Students may also attend lectures and other events sponsored by the Robert F. Harney Professorship and Program in Ethnic, Immigration, and Pluralism Studies and participate in an annual student conference in ethnicity.

The Ethnic and Pluralism Studies program is open to students enrolled in one of the collaborating departments, faculties, or centres, and primary admission is through any one of these.

Master's students take a compulsory interdisciplinary seminar, JTH 3000H, "Ethnic Relations Theory, Research, and Policy." In addition, they must complete two half courses in ethnicity, one in their home department and one external to that department. A thesis must be in the area of ethnicity.

Doctoral students take a compulsory interdisciplinary seminar, JTH 3000H, "Ethnic Relations Theory, Research, and Policy." In addition, they must complete four half courses in ethnicity, two in their home department and two external to that department; these may include courses taken at the Master's level. When the student's graduate unit requires more than one comprehensive examination, one will be in ethnicity. The thesis must be in the area of ethnicity.

Upon successfully completing the requirements, in addition to a Master's or a Doctoral degree in their disciplines, students receive a specialization noted on their transcripts as "Completed Collaborative Program in Ethnic and Pluralism Studies."

Further information is available from: Momo Kano Podolsky

Program Administrator
Telephone: 416-978-4783
E-mail: ethnic.studies@utoronto.ca
Website: www.utoronto.ca/ethnicstudies

Jeffrey G. Reitz

Harney Professor and Program Director
Telephone: 416-946-8993
E-mail: jeffrey.reitz@utoronto.ca

Knowledge Media Design (KMD)

Collaborative Program Administrator: Ana Popa
Location: Faculty of Information, 45 Willcocks St.,
Rooms 306-312
Telephone: 416-946-8515
E-mail: program@kmdi.utoronto.ca
Websites: kmdi.utoronto.ca/graduate
hub.kmdi.utoronto.ca

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and the Department of Theory and Policy Studies' History and Philosophy of Education program participates in the Knowledge Media Design (KMD) Collaborative Program. The Knowledge Media Design Institute (KMDI) became part of the iSchool at the University of Toronto on July 1, 2009. The Institute is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Art/Visual Studies (MVS); Faculty of Architecture, Landscape, and Design (ALD); Art/Visual Studies (MVS); Computer Science (CS); Faculty of Information (FI); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC).

KMDI's graduate courses attract students interested in the interaction between media, technology, design and society. Project-based courses allow students to work with experts in other fields, gain more insight into complex problems, and learn how to communicate across disciplines. Students also are able to engage in each stage of the design process - brainstorming, prototyping, and evaluation. Projects often become published papers, conference presentations, competition winners, and start-up businesses.

Students have access to a community of scholars and the network of relationships that KMDI coordinates. They gain first-hand experience of a living network of innovation, an environment in which the resources are people and knowledge and the social capital and value that are generated through collaboration.

The Collaborative Program is open to master's and PhD students in the collaborating graduate programs listed above. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMD Collaborative Program.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMD Collaborative Program Director. (See KMD address above.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Program Requirements:

The Collaborative Program in Knowledge Media Design offers an interdisciplinary specialization to a regular departmental degree program. Students must satisfy the following requirements:

1. Students must meet all the requirements of their home department. The specialization in KMD Collaborative Program cannot be conferred if the home unit degree has not been completed.
2. Master's students must successfully complete KMD1001H, KMD1002H and two half-course electives. At least one of these half-courses must be from the KMD 2001-2004 series. The other may be from a list of recognized departmental courses (KMD affiliate courses).
3. Collaborative program courses taken beyond KMD1001H and KMD1002H may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating departments individual program regulations.
4. Doctoral students are required to take KMD1001H and KMD1002H if not already taken in the master's program, one half-course from the KMD 2001-2004 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.
5. The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Further information is available from:

- ◆ The School of Graduate Studies Calendar
- ◆ The student's OISE departmental Liaison Officer
- ◆ The KMD Collaborative Program Office and Websites

Neuroscience (PIN)

The Program in Neuroscience (PIN) offers the MA and PhD degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current

neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology.

Admissions Requirements:

Admission to the program is open to all MA and PhD students who are registered in the HDAP Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE department.

Degree Requirements:

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the MA degree and at least one full course (or equivalent) for the PhD degree from the list of courses approved by the Program in Neuroscience. HDP3286 (Developmental Neurobiology) is a half-course offered by HDAP that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

Further information is available from:

- ◆ The School of Graduate Studies Calendar
- ◆ The student's OISE departmental Liaison Officer
- ◆ The Program in Neuroscience Office

Graduate Collaborative Program in Neuroscience

Room 102, Tanz Neuroscience Building
6 Queen's Park Crescent
University of Toronto
Toronto, Ontario M5S 3H2
Telephone: 416-978-4894
Fax: 416-978-1878
E-mail: p.neuroscience@utoronto.ca
Website: www.utoronto.ca/neurosci

Sexual Diversity Studies

The Collaborative Program in Sexual Diversity Studies, offered by the Mark S. Bonham Centre for Sexual Diversity Studies, is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area, many of those who work within it engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

From their home departments, students may take up questions from their own disciplinary or programmatic perspective, but explore it through the theoretical and methodological lens of sexuality studies. Additional program information is available in the School of Graduate Studies Calendar.

Further information is available from:

AACP Contact (after admission to the Counselling Psychology program): J. Roy Gillis

CTL Contact (after admission to the CSTD program): H. Sykes

SESE Contact (after admission to the SESE program): R. Walcott

TPS Contact (after admission to the Higher Education program): J. Magnusson

TPS Contact (after admission to the History and Philosophy of Education program): M. Boler

TPS Contact (after admission to the Educational Administration program): J. Flessa

Mark S. Bonham Centre for Sexual Diversity Studies

Room 251, University College

15 King's College Circle

University of Toronto

Toronto, Ontario M5S 3H7

Website: www.utoronto.ca/sexualdiversity

E-mail: sexual.diversity@utoronto.ca

Telephone: 416-978-6276 (general inquiries)

Fax: 416-971-2027

South Asian Studies

The Department of Sociology & Equity Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in South Asian Studies.

The interdisciplinary Collaborative Master's and Doctoral Program in South Asian Studies is designed for students who wish to acquire a nuanced understanding of South Asia as a secondary area of specialization while pursuing

graduate studies in another discipline. The focus of this program is necessarily broad in that it provides students with an understanding of ancient and modern history, social change, economic development, contemporary politics, religious traditions, literary culture, and a spectrum of related topics.

The Centre for South Asian Studies, which administers the Collaborative Program, provides a nucleus for the participation of South Asian Studies scholars from across the University. Students will benefit from the physical presence of the Centre and its regular activities of research fora, conferences, and visiting lecturer and scholar programs. In addition, the University's library collection in South Asian studies is the largest in Canada.

Students who successfully complete the requirements of the Collaborative Program will receive the notation "Completed Collaborative Program in South Asian Studies" on their transcript, in addition to the master's or doctoral degree from their graduate unit. All programs of study should be planned in consultation with the program advisor in SESE.

Programs that participate

- Anthropology – MA, PhD
- English – MA, PhD
- Geography – MA, PhD
- History – MA, PhD
- Music – MA, PhD
- Political Science – PhD
- Religion – MA, PhD
- Social Work – MSW, PhD
- Sociology and Equity Studies
in Education – MA, MEd, EdD, PhD
- Women and Gender Studies – MA

Further information is available from:

www.utoronto.ca/csas/

For information on the master's program, please see:

www.utoronto.ca/csas/ma.html

For information on the doctoral program, please see:

www.utoronto.ca/csas/phd.html

Centre for South Asian Studies

Munk Centre for International Studies,
University of Toronto

1 Devonshire Place, Room 227 N (North House)

Toronto, Ontario, M5S 3K7

Telephone: 416-946-8996

Fax: 416-946-8838

SESE Contact:

Sherene Razack, Professor

E-mail: sherene.razack@utoronto.ca

Women and Gender Studies (CWGS)

The following OISE Departments and Programs, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women and Gender Studies (CWGS) offering MEd, MA, EdD and PhD degree programs.

- ◆ **Adult Education and Counselling Psychology**
 - Adult Education and Community Development (MA, MEd, PhD)
 - Counselling Psychology (MA, MEd, EdD, PhD)
- ◆ **Curriculum, Teaching and Learning**
 - Curriculum Studies and Teacher Development (MA, MEd, PhD)
 - Second Language Education (MA, MEd, PhD)
- ◆ **Sociology and Equity Studies in Education**
 - Sociology in Education (MA, MEd, EdD, PhD)
- ◆ **Theory and Policy Studies in Education**
 - Educational Administration (MA, MEd, EdD, PhD)
 - Higher Education (MA, MEd, EdD, PhD)
 - History and Philosophy of Education (MA, MEd, EdD, PhD)

NOTE: This program is not accepting new PhD or EdD students for 2012-13

The Collaborative Program in Women and Gender Studies (CWGS) provides students with an opportunity for advanced feminist studies in concert with an MA or PhD degree in another discipline. The program offers a rich interdisciplinary environment in which to grapple with how gender and sexuality is tangled with questions of race, citizenship, embodiment, colonialism, nation, global capitalism, violence, aesthetics, and other pressing concerns.

CWGS is administered by the Women and Gender Studies Institute (WGSII). CWGS brings together 34 graduate programs, more than 100 courses, and over 100 graduate faculty members across seven faculties (Arts & Science, Information Studies, Law, Medicine, Nursing, OISE, and Social Work). Our core faculty brings transnational feminist commitments to the study of diverse sites and their interconnection with particular focus on Canada, the Caribbean, Africa, the Middle East, South Asia, East Asia, and the United States.

Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the Collaborative Program in Women and Gender Studies. **Please see the WGSII website for detailed program requirements and application procedures.**

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the CWGS Graduate Coordinator. (See CWGS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women and Gender Studies" in addition to the degree from their OISE department.

Further information is available from:

- ◆ The WGSII website at: www.utoronto.ca/wgsi/collaborative.html
- ◆ The student's OISE departmental Liaison Officer
- ◆ The School of Graduate Studies Calendar

Graduate Collaborative Program in Women and Gender Studies (CWGS)

Women and Gender Studies Institute (WGSII)
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/wgsi

Workplace Learning and Social Change

Program Director:

Kiran Mirchandani, Department of Adult Education and Counselling Psychology
E-mail: kiran.mirchandani@utoronto.ca
Telephone: 416-978-0884

Degree Programs:

MEd, MA and PhD in the Adult Education and Community Development program, Department of Adult Education and Counselling Psychology

MEd, MA, EdD and PhD in the Sociology in Education program, Department of Sociology and Equity Studies in Education

Contact:

Website: aecp.oise.utoronto.ca/ae/programs/collaborative/wlsc.html

Participating Faculty:

Kiran Mirchandani (Director), Shahrzad Mojab, Roxana Ng, Jack Quarter (AECD); David Livingstone, Peter Sawchuk (SESE)

Overview

The program caters to students interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on social change. The Program aims to enrich the education of graduate

students through their participation in one core course and one elective course as well as involvement in the dynamic and interdisciplinary Centre for the Study of Education and Work. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and public policy phenomenon. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, marginalized workers, as well as workers embedded within progressive organizational structures; and, they contribute expertise in the areas of social policy, organization development, technological change, industrial relations, labour market analysis and school-to-work transitions.

Master of Arts (MA) & Master of Education (MEd)

Admission Requirements

All students interested in participating in the WLSC Collaborative Graduate Program must apply to and be accepted at **both** the departmental level **and** by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a statement of interest which includes:

- relevant personal and/or professional experiences and motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- a brief outline of their proposed research project (for thesis students)
- indication of possible faculty supervisors, if any (for thesis students)

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the WLSC Collaborative Graduate Program. Students will be registered in both the home department and in the Collaborative Graduate Program. The Director of the Collaborative Program will review each student's progress to ensure that they are meeting the requirements of the collaborative program. If a student changes their

thesis topic or the focus of their studies mid-way through their degree and no longer wishes to pursue the area of work and learning, they will be required to withdraw from the collaborative program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. The applicant will need to satisfy the requirements of the home department including grade point average. For the Collaborative Program specifically, qualified applicants will also demonstrate well developed, scholarly awareness of the field of workplace learning and social change in their application materials.

Students who are already enrolled in AECF or SESE will also be allowed to apply to the collaborative program during their course of study.

Program Requirements

- a) One required half course (WPL1131)
- b) One elective half course (selected from a list available on <http://aecf.oise.utoronto.ca/ae/programs/collaborative/wlsc.html>)
- c) Thesis students will develop a topic of relevance to the focus of the collaborative program.

Doctor of Philosophy (PhD)

Admission Requirements

All students interested in participating in the WLSC Collaborative Graduate Program must apply to and be accepted at **both** the departmental level **and** by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a statement of interest which includes:

- relevant personal and/or professional experiences and motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- a brief outline of their proposed research project
- indication of possible faculty supervisors, if any

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the WLSC Collaborative Graduate Program. Students will be registered in both the home department and in the Collaborative Graduate Program. The Director of the Collaborative Program will review each student's progress to ensure that they are meeting the requirements of the collaborative program. If a student changes their

thesis topic or the focus of their studies mid-way through their degree and no longer wishes to pursue the area of work and learning, they will be required to withdraw from the collaborative program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. The applicant will need to satisfy the requirements of the home department including grade point average. For the Collaborative Program specifically, qualified applicants will also demonstrate well developed, scholarly awareness of the field of workplace learning and social change in their application materials.

Students who are already enrolled in AECP or SESE will also be allowed to apply to the collaborative program during their course of study.

Program Requirements

- a) One required half course (WPL3931)
- b) One elective half course (selected from a list available on <http://aecp.oise.utoronto.ca/ae/programs/collaborative/wlsc.html>)
- c) Thesis students will develop a topic of relevance to the focus of the collaborative program.

Courses

WPL1131H Master's Seminar in Workplace Learning and Social Change

This course will introduce students to the central national and international debates in the field. Students will explore the historical development of the notion of "workplace learning" and its links to agendas of social change. The course will expose students to theories of workplace learning and social change, as well as practice and policy in the area.

WPL3931H Doctoral Seminar in Workplace Learning and Social Change

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area.

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal Education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE.

Aboriginal perspectives form the basis of the research area which:

- ◆ respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- ◆ builds relationships connecting local Aboriginal/Indigenous communities with those around the world

- ◆ encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- ◆ advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- ◆ examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- ◆ develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the BEd, MEd, MA, EdD, and PhD levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; **see Website for details.**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECPC); Curriculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: B. Burstow, A. Miles, J.P. Restoule, S.L. Stewart (AECPC); M. Cannon, J. Cummins, G. Sefa Dei, A. Gagne, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:

Jean-Paul Restoule, AECPC
Telephone: 416-978-0806
Fax: 416-926-4749
E-mail: jeanpaul.restoule@utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Indigenous Education Network

Telephone: 416-978-0732
 Fax: 416-926-4749
 E-mail: inen@oise.utoronto.ca

Aboriginal Health

Faculty of Nursing
 Rebecca Hagey
 Telephone: 416-978-2865

Aboriginal Studies (undergraduate degree)

Eileen Antone, Director
 Telephone: 416-978-2232
 Website: www.utoronto.ca/abs

First Nations House

Telephone: 416-978-8227
 Website: www.fnh.utoronto.ca

Other Websites of interest:

Aboriginal and Indigenous Studies in Education

www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network

www.oise.utoronto.ca/depts/aecp/ien.php

OISE Student Teachers Union First Nations Resources

www.oise.utoronto.ca/research/studentequity/firstnationsresources.php

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation

and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are:

A. Miles, S. Mojab, R. Ng, E. O'Sullivan and J. Quarter (AECp); K. Bickmore, C. Connelly, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Kooy, E. Pedretti, H. Sykes and P. Trifonas (CTL); R.S. Coloma, K. Dehli, G. Sefa Dei, M. Heller, C.P. Olson, P. Sawchuk, S. Razack, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:

Kari Delhi (SESE)

Études francophones en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation et le Département d'études des théories et politiques en éducation (TPS), proposent des études supérieures multidisciplinaires qui s'intitulent Études francophones en éducation. Les cours qui sont offerts traitent du contexte de l'éducation francophone en milieu minoritaire et de la sociologie de l'éducation, plus largement, des politiques linguistiques, ainsi que de la construction des différences liées à la langue, la race, l'ethnicité, le genre, la sexualité, les classes sociales, le handicap, et autres. Les cours se donnent principalement en ligne, à distance, sur place et de façon hybride par vidéo-conférence/sur place.

The courses provide a focus on the study of the educational, social and linguistic aspects of francophone life in Ontario, Canada, and around the world. Emphasis is placed on understanding school and social inequities and the construction of differences through language, race, class, gender, sexuality and disability. Faculty actively working in this research are: D. Farmer, M. Heller (SESE); D. Gérin-Lajoie, N. Labrie (CTL).

Pour tout renseignement concernant les demandes d'admission, veuillez contacter:

Le Centre de recherches en éducation franco-ontarienne (CREFO)

Lieu : 252, rue Bloor ouest, 6e étage

Téléphone : 416-978-1975

Télécopieur : 416-926-4714

Courriel: crefo.oise@utoronto.ca

http://crefo.oise.utoronto.ca/ETUDIANTS/COMMENT_S_INSCRIRE.html

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and T. Goldstein (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Education and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng and J. Quarter (AECPP); K. Dehli, G. Sefa Dei, P. Olson, P. Sawchuk, N.N. Wane and T. Zoric (SESE)

Further information is available from:

Peter Sawchuk (SESE)

Telephone: 416-978-0608

Fax: 416-926-4751

E-mail: peter.sawchuk@utoronto.ca

OR

Jack Quarter (AECPP)

Telephone: 416-978-0820

E-mail: jack.quarter@utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: E. Antone, N. Jackson and D. Schugurensky (AECPP); G. Allen, D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas (CTL); C. Bereiter, E. Geva, and D.M. Willows (HDAP); N. Bélanger and M. Heller (SESE).

Further information is available from:

N. Jackson (AECPP), A. Cumming (CTL) or E. Geva (HDAP); and M. Boler (TPS).

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE involves faculty and students from the Departments of Adult Education and Counselling Psychology, Curriculum Teaching and Learning, Sociology and Equity Studies in Education, and Theory and Policy Studies in Education. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE and at other departments of the university in the areas of women's/feminist studies. The bases for this research area include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, the journal *Resources for Feminist Research*, and the Centre for Women's Studies in Education (CWSE) which has a strong and active research program.

NOTE: There is also a university wide Collaborative Graduate Program in Women and Gender Studies (CWGS). (See page 193)

Faculty who participate in the Women's Studies/Feminist Studies interdepartmental research area include:

B. Burstow, A. Goodman, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECF); K. Bickmore, M. J. Botelho, L. Cameron, K. Cooper, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, M. Eichler, D. Farmer, H. Lenskyj, S. Razack, R.S. Coloma, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, J. Gaskell, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available on the CWSE website at: <http://www.oise.utoronto.ca/cwse/>

Further information is available from:

The CWSE Office

Telephone: 416-978-2080

E-mail: cwse@utoronto.ca

Website: www.oise.utoronto.ca/cwse

OR

Roxana Ng, Head of CWSE

Telephone: 416-978-0809

E-mail: roxana.ng@utoronto.ca

Research and Field Activities

The research and development program of OISE fosters improvement in Ontario education and complements the academic programs of OISE departments. OISE's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE or by the sponsoring agency, or appear in journals produced by OISE (*Curriculum Inquiry*, *Orbit*, *Resources for Feminist Research* / *Documentation sur la recherche féministe*), in international journals or in other publications. OISE Research Reports can be found in the OISE Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for Franco-Ontarian Studies (CREFO)

Head: Diane Farmer
Department: SESE
Location: 252 Bloor Street West, Room 6-111
Telephone: 416-978-1978
Fax: 416-926-4714
E-mail: dfarmer@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the educational, social, and linguistic aspects of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, schooling in a minority setting, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone

communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-faceted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farmer
Département : SESE
Téléphone : 416-978-1978
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-111
Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques éducatives et sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à l'expérience scolaire, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre

favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

Centre for Integrative Anti-Racism Studies (CIARS)

Heads: Njoki Wane and Roland Sintos Coloma
 Department: SESE
 Location: 252 Bloor Street West, Room 12-272
 Telephone: 416-978-0797
 E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Ruben Gaztambide-Fernandez and Stephanie Springgay
 Coordinator: Kika Thorne
 Department: SESE
 Location: Room 12-216
 Telephone: 416-978-0445
 Website: cmce.oise.utoronto.ca

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'?

Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE.

OISE faculty and instructors affiliated with CMCE: Megan Boler, Roland Sintos Coloma, Kari Dehli, Kathleen Gallagher, Peter Trifonas, Margaret Wells and Rinaldo Walcott.

Centre for Science, Mathematics and Technology Education

Head: Indigo Esmonde
 Department: CTL
 Location: 252 Bloor Street West, Room 11-258
 Telephone: 416-978-0113
 E-mail: indigo.esmonde@utoronto.ca
 Website: www.oise.utoronto.ca/smt

The Centre for Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The Centre for Science, Mathematics and Technology Education was established in 1999 in the Department of Curriculum, Teaching and Learning. Our goal is to have immediate and significant impact on science, mathematics and technology education with a focus on equity and diversity issues in Ontario, Canada and internationally. As a group of scholars and practitioners, we are committed to public literacy and education that meets the needs and interests of all students. The Centre provides a stimulating research community that honours theory and practice by: engaging in collaborative research and curriculum development; offering enriched graduate, pre-service and in-service programs; fostering outreach with the wider community; and disseminating best practices, resources, curricula and research findings. As the mission statement declares, we are: a centre for excellence in science, mathematics, and technology education – undertaking

research, development, and instruction that promote broad, deep, and critical understanding, inclusion, diversity, equity, personal wellbeing, creativity, and social and environmental justice.

In furthering our commitment to mathematics and technology education, the Centre has undertaken a major publishing function: *The Canadian Journal of Science, Mathematics and Technology Education* is the first academic journal in this field published in Canada. The journal is an international forum for the publication of original articles including research investigations, critical reviews of the literature, policy perspectives and position papers. For more information, please visit the SMT website at <http://www.oise.utoronto.ca/smt>

Social Economy Centre (SEC)

Location: 252 Bloor Street West, Room 5-188
Phone: 416-978-0907 (general inquiries/conference information)
Fax: (416) 926-4749
E-mail: sec@oise.utoronto.ca
Website: socialeconomycentre.ca

The Social Economy Centre of the University of Toronto promotes and disseminates multidisciplinary research and policy analysis on issues affecting the social economy with much of its research on nonprofit organizations and co-operatives. The Centre was established in 2005 as a unit of OISE. Among the Social Economy Centre's initiatives is a \$1.75 million SSHRC Community-University Research Alliance for Southern Ontario's Social Economy in partnership with the Ontario Co-operative Association and Imagine Canada. This five-year initiative consists of a network of leading scholars from 11 universities in Southern Ontario, 24 partner organizations, and scholars from seven universities external to the node whose research will be beneficial to this initiative. The Social Economy Centre also has a monthly speakers' series and a monthly workshop series through which it is possible to obtain a certificate. VolunteersCount www.volunteerscount.net, an on-line application that allows organizations to keep records of volunteer contributions, was developed through research associated with the Social Economy Centre.

Centre for the Study of Education and Work (CSEW)

Head: Peter Sawchuk
Coordinator: D'Arcy Martin
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-978-0518
E-mail: peter.sawchuk@utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between

informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 198.

Centre for the Study of Students in Postsecondary Education

Head: Tony Chambers
Department: TPS
Location: 252 Bloor Street West, 6th Floor
Telephone: 416-978-1235

As the only research entity in Canada with a structured research focus on the study of students' postsecondary experience and related outcomes, the CSS is filling a unique and timely role. Through their research in the Centre for the Study of Students, faculty and students make substantial contributions to conversations and decision processes regarding student learning and development, as well as to the growing body of knowledge about postsecondary education's impact and outcomes. Through the programs and services offered by the Centre, members of the broader U of T campus, and beyond, develop a better understanding of the issues and factors contributing to student learning and development in postsecondary education.

The Centre for Urban Schooling

Director: Lance McCready
Executive Director: Jeff Kugler
Department: CTL
Location: 252 Bloor Street West, Room 10-112
Telephone: 416-978-0146
Website: cus.oise.utoronto.ca

The Centre for Urban Schooling is a Centre in the Department of Curriculum Teaching and Learning. The Centre has its focus on supporting Urban/Inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in Urban/Inner City education must be guided by a social justice and equity seeking perspective.

The Centre is involved in a number of research projects related to different areas of Urban/Inner City education. The Centre is engaged in research and professional development around the theory and practice of culturally responsive and relevant pedagogy in the Canadian context. As well, the Centre has developed a number of

partnerships with school boards such as The Model Schools for Inner Cities project of the Toronto District School Board (TDSB). In initial teacher education, the Centre is connected to the work of the Elementary Inner City Option and the Secondary Program: Teaching and Learning for Change in Urban Schools.

Centre for Women's Studies In Education (CWSE)

Head: Roxana Ng

Location: 252 Bloor Street West, Room 2-225

Telephone: 416-978-2080

E-mail: cwse@utoronto.ca

Website: www.oise.utoronto.ca/cwse

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international human rights institute, "Women's Human Rights: Building a Peaceful World in an Era of Globalization." Recent and current projects include: the Women's Educational Resource Collection; the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; English-Language Education Expert Panel of the Ontario Government's Domestic Violence Action Plan; Anti-Globalization and the Global Feminist Movement; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10- 18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education; Professional Women Historians in Canada; Canadian Women's Issues; Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses; Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitorship in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE in this and related areas. Speaker series, include the Popular Feminism lecture series, feature speakers from inside and outside OISE, and brown-bag seminars feature visiting scholars, OISE students' and researchers' work in progress.

A complete list of OISE's feminist courses is available from the Centre Website, as is a list of feminist faculty of CWSE, and CWSE publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies (page 199) in the Interdepartmental Research Areas section; the Graduate

Collaborative Program in Women and Gender Studies (page 193); and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 132).

Comparative, International and Development Education Centre (CIDECE)

Co-Directors: Karen Mundy, Sarfaroz Niyozov

Departments: AECF, CTL

Location: 252 Bloor Street West, Room 7-107

Telephone: 416-978-0892

E-mail: cidec.oise@utoronto.ca

Website: www.oise.utoronto.ca/cidec

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECF department. The centre is staffed by an administrative officer and boasts a state of the art smart room, research lab and resource centre. CIDECE administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, website and research projects.

Please see pages 184 - 187 for more information.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Kang Lee

Department: HDAP

Location: 45 Walmer Road (ICS)

Telephone: 416-934-4597

Website: www.oise.utoronto.ca/ics/

The Centre is funded by a generous endowment from the Laidlaw Foundation. It is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and special education. A second thematic area is early childhood development and integrated community-school supports for children and families. A third thematic area is socio-cognitive development with a focus on the development of children's developing understanding of intentionality and morality.

Research at the center is currently supported by a variety of funding agencies such as the Social Science and Humanities Research Council of Canada, Natural Science and Engineering Research Council of Canada, the National Institute of Health of US, Ontario Neurotrauma Foundation, Ontario Ministry of Education, and Canadian Foundation for Innovation. Research is also supported by collaboration among faculty, graduate students, and Dr. Eric Jackman Institute of Child Study Laboratory School

teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the MA in Child Study and Education program, based on a teacher-researcher model.

Institute for Knowledge Innovation and Technology (IKIT)

Head: Marlene Scardamalia

Department: CTL

Location: 9-130

Telephone: 416-978-0370

Website: www.ikit.org

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. IKIT conducts research, develops technology, and helps build communities to advance beyond “best practice” in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in IKIT's worldwide Knowledge Society Network.

Centre for Educational Research on Languages and Literacies (CERLL)

Head: Alister Cumming

Administrative Assistant: Lisa Rupchand

Department: CTL

Location: 252 Bloor Street West, Room 10-244

Telephone: 416-978-0215

Website: www.oise.utoronto.ca/MLC/

Known since 1968 as the Modern Language Centre, faculty and graduate students in the recently renamed CERLL are currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in language learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE Education Commons.

Transformative Learning Centre (TLC)

Co-Directors: Jean-Paul Restoule and Anne Goodman

Department: AECF

Location: 252 Bloor Street West, Room 7-165

Telephone: 416-978-0785

Fax: 416-926-4749

E-mail: tlcentre@oise.utoronto.ca

Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. Transformative learning is a shift of consciousness that dramatically and permanently alters our way of being in the world. It involves experiencing a deep, structural shift in basic premises of thought, feelings, and actions – in our understanding of power relations and interlocking structures of class, race and gender, our self-locations and our relationships with other humans and the natural world, our body awareness, our visions of alternative approaches to living, and our sense of possibilities for social justice, peace and personal joy.

Transformative learning has an individual and a collective dimension, and includes both individual and social transformation. In the Transformative Learning Centre we are inspired by the notion of grounded hope. We believe that one of the best ways to predict the future is to actively create it, moving together towards our collective visions by developing viable alternatives that recognize the limitations and possibilities (especially the possibilities!) of each particular context.

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts.

Fees

To be officially registered, tuition fees must be paid or arrangements made for a Fee Deferral, if applicable.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following if in the same degree, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

MEd students registered in Option IV are exempt from the above requirement.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's students must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

Calculation of Fees

At the time of publication of this *Bulletin* the fees schedule for 2012-13 is not available. In the 2011-12 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

| | |
|--------------------------------|------------|
| MA & PhD | \$6,885.00 |
| MEd, MA(T.) & MT | \$8,523.00 |
| MA (Child Study and Education) | \$8,523.00 |
| EdD | \$8,053.00 |

International Students

| | |
|--------------------------|-------------|
| MA & PhD | \$16,082.00 |
| MEd, MA(T.), MT, MA(CSE) | \$21,441.00 |
| EdD | \$21,441.00 |

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

MEd Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

MA and MT Degree Candidates

- ◆ **a six or eight half-course program**
the minimum Degree Fee is equivalent to the one-year full-time Academic Fee.
- ◆ **a ten half-course program**
the minimum Degree Fee is equivalent to 1.5 times the one-year full-time Academic Fee.

◆ a twelve to sixteen half-course program

the minimum Degree Fee is equivalent to 2 times the one-year full-time Academic Fee.

EdD Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PhD Degree Candidates

The full-time fee is charged each year throughout the program, except for students in the flexible-time PhD program, who will pay the part-time fee during their years of part-time registration.

Fees for Final Year Doctoral Students

Academic fees for the final year for EdD and PhD students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

NOTE: Part-time flexible-time PhD students are not eligible for the pro-rated fee.

Summer Students

Students beginning a new degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2011-12 academic year the Academic Fee for a half-course was \$1,278.45 (International Students, \$3,216.15).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources

to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between \$17,000 and \$27,000 plus tuition fees for a minimum total of approximately \$39,000.)

The University Health Insurance Plan (UHIP) fee is a compulsory non-Academic Fee for international students. In 2011-12 the cost for twelve months was \$684 for a single student. Students with families pay additional fees.

Further information is available from:

The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.ca

Late Payment Fees

A late payment fee of \$44 plus \$5 for each day of delay will be assessed against any student enrolled in Summer, Fall or Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 65% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2011-12 academic year the minimum charge was \$225.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2011-12 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- ◆ Statements of results and/or official transcripts of record will not be issued.
- ◆ Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted on the OISE Graduate Student Funding website at www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

OISE Graduate Assistantships

To support programs of full-time graduate study, OISE offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-978-2403

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2011 to April 2012, a Graduate Assistantship had a value of \$11,526 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by a Graduate Funding Package need not apply for a Graduate Assistantship. Students receiving the Funding Package will be offered a Graduate Assistantship upon admission and in

each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available for downloading from the Graduate Student Funding website.

Applicants to a non-funded degree program and students continuing in a non-funded degree program must submit a copy of their completed Graduate Assistantship application to OISE by January 18, 2013.

OISE Graduate Funding Package

OISE will provide a funding package to registered students for the first year of full-time MA study (excluding the MA in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the PhD program (excluding the Flexible-time PhD).

The Funding Package is valued at \$15,000 plus the cost of tuition and incidental fees and in the case of international students, single coverage UHIP (University Health Insurance Plan). This Funding Package may be comprised of an external scholarship, an OISE funding grant, and/or OISE employment.

It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Graduate Funding Package. Complete details regarding these conditions and procedures can be found on the OISE Graduate Student Funding website at: www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information

NOTE: Students in years one and two of the MA in the School and Clinical Child Psychology (SCCP) program in the Department of Human Development and Applied Psychology will receive funding for both years of the MA, but are then eligible for funding in years one to three only of their PhD programs.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

OISE Awards

Applications are available for downloading from the Graduate Student Funding website:

www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information

Aboriginal Scholarship for OISE Students

The scholarship, with a value of \$12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application deadline is March 15.

Azim Premji Foundation Fellowship

The purpose of this award is to promote the scholarship of education and to foster Indo-Canadian partnerships on knowledge creation in education. This scholarship will support doctoral students in education at OISE, University of Toronto. Specifically, the support is for assisting an OISE PhD student who wishes to conduct research in India or a doctoral student enrolled in an Indian university who is registered at OISE as a full-time or part-time Special Student.

Application deadline is March 15.

Bursary for Aboriginal Students

This award is open to all full-time Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Metis). The recipient will be selected on the basis of financial need and previous and intended contributions to his/her community.

Application deadline is October 15

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments.

Applications will be considered as they are received.

Hetty C. Chu Memorial Entrance Scholarship

The Fellowship, with a value of \$800, has been established for a full-time OISE student with demonstrated potential and promise of service to the educational or related fields. A candidate must: a) be a resident of Canada, preferably of Ontario, 25 years of age or over; b) hold a bachelor's degree from an accredited university and be acceptable under OISE's admission policy; c) be in full-time paid employment for at least two continuous years prior to enrolment at OISE; and d) be in need of financial assistance.

Application deadline is March 15.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total \$1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE). Specifically, the support is for assisting graduate students in education who are:

- a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
- b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application deadline is March 15.

Margaret I. Hambly Entrance Scholarship

The Ontario Institute for Studies in Education established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of \$800. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need.

Application deadline is March 15.

Mary O'Brien Graduate Student Bursary

The bursary is given on the basis of financial need to a graduate student, with an ability in women's studies, who is enrolled in the Department of Sociology and Equity Studies in Education at OISE, University of Toronto. The student should best exemplify Mary O'Brien's critical approach to social inquiry.

Application deadline is March 15.

Mary Smith Memorial Bursary

The bursary is given to one or more OISE students to assist in the completion and production of his/her/their doctoral thesis(es). The eligible student should have been registered initially as an international student from a developing country. The award will be based on financial need and preference will be given to students enrolled in the Department of Sociology and Equity Studies in Education at OISE, University of Toronto.

Application deadline is March 15.

Muriel and Danny Fung Graduate Scholarship

The purpose of this award is to give support to students enrolled in graduate studies in the Department of Sociology and Equity Studies in Education at OISE, University of Toronto. Priority consideration is given to students who are not eligible to receive the University of Toronto's Graduate Funding Package. Specifically, the Muriel and Danny Fung Graduate Award will be awarded annually to a student who is registered full time in the second year or later year of his/her program and whose academic and community work promote racial equality and social justice.

Application deadline is March 15.

Robert Seth Kingsley Entrance Award, MA in Child Study & Education

This award was established in memory of Robert Seth Kingsley who was a student in the Dr. Eric Jackman Institute of Child Study Laboratory School. The award is valued up to \$500 and is available for one or two excellent applicants to the MA program in Child Study & Education. Please indicate your special education interests in your Letter of Intent when applying to the program. Consideration for this award will be based on financial need, as well as, a strong interest in special education. For purposes of financial need assessment, please indicate if you will be receiving OSAP.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of \$1,500 per academic year. In order to qualify for consideration an applicant must be

registered on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE Education Commons and the U. of T. Robarts Library.

Application deadline is March 15.

William Waters Scholarship in Urban Education

OISE is offering four \$30,000 scholarships to promote excellence in teaching in the urban classroom. The successful candidates will be experienced teachers entering a full-time master's program with an interest in questions of social justice and school success for students from economically disadvantaged neighbourhoods attending underperforming schools. In addition to the requirements set out by the graduate program, the successful scholarship recipients will be invited to join the Centre for Urban Schooling and participate in the wide variety of activities related to research, professional development, advocacy and teacher education promoted by the Centre over the course of the year.

Candidates should apply to one of OISE's full-time master's programs. In addition, candidates will provide:

- 1) Evidence of successful and current teaching experience in an urban classroom for a minimum of three years
- 2) Two additional professional references attesting to the candidate's exemplary practice in the urban classroom
- 3) A statement of intent (300 words), discussing previous experience in an urban classroom, educational goals for the master's program and commitment to improving urban schooling

Application deadline is January 15. Please send your completed package to:

The Centre for Urban Schooling,
c/o Professor Kathleen Gallagher,
252 Bloor Street W., 10th floor,
Toronto, Ontario. M5S 1V6

External Scholarships

Fulbright Student Awards

These awards are intended for Canadian and American graduate students and junior professionals who wish to enrol in a graduate studies program or continue their current course of graduate study and/or research at a university or research centre in the United States or Canada, respectively.

Students must apply for this award prior to acceptance to their graduate program.

The application deadline is usually in the early Fall.

Please refer to their website for complete information:
www.fulbright.ca/en/graduatestudent.asp

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives \$5,000 per session. Awards are for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of \$15,000 in 2011-12.

Application forms are available from:
osap.gov.on.ca

- For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually early October for the following academic year, will be announced on the OISE Graduate Student Funding website <www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information> in early Fall.
- For prospective full-time graduate students, please refer to the OSAP website.

Social Sciences and Humanities Research Council of Canada Doctoral Fellowships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of \$20,000 in 2011-12. Scholarships of \$35,000 are also available to students with high academic merit.

Application forms are available at: www.sshrc.ca

- For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually early October for the following academic year, will be announced on the OISE Graduate Student Funding website <www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information> in early Fall.
- For prospective full-time students, please refer to the SSHRC website.

Ontario English Catholic Teachers' Association (OECTA) Scholarships and Fellowships - up to \$10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of \$10,000 each. It also offers two fellowships for Religious Studies and one for Labour Studies up to \$10,000 each (graduate or undergraduate). Bursaries of up to \$1,000 are also available. These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
 Ontario English Catholic Teachers' Association (OECTA)
 65 St. Clair Avenue East
 Toronto, Ontario M4T 2Y8

Telephone: 416-925-2493
 Website: www.oecta.on.ca

Application deadline is April 1.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling \$26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:

Bill Reith
 Scholarship Committee
 Ontario Secondary School Teachers' Federation
 60 Mobile Drive
 Toronto, Ontario M4A 2P3
 Telephone: 416-751-8300

Application deadline is January 31.

OISE Bursary

The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP. Bursary applications are considered regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: www.oise.utoronto.ca/ss

Emergency Student Loans

OISE has a small short-term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE.

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided at www.life.utoronto.ca. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU).

OISE Student Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Advancement Office, located on the twelfth floor.

Contact: Advancement Office

Location: 252 Bloor Street West, 12th floor

Telephone: 416-978-0081

E-mail: alumni.oise@utoronto.ca

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. The Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:

- ◆ A specialized collection in the field of education including:
 - Extensive reference materials
 - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
 - Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
 - Materials on teaching the theory and methodology of curriculum from preschool through adult levels

- School board curriculum materials, textbooks and content resources used in Ontario schools
- A representative collection of children's literature
- A varied and extensive collection of computer software, videotapes, and other multimedia materials
- ◆ A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- ◆ A wide range of Internet resources including remote library catalogues
- ◆ Reference assistance in accessing information on courses and research assignments
- ◆ Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ◆ A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- ◆ Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ◆ A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- ◆ Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the Websites listed below:

◆ Education Commons

Telephone: 416-978-2760

Website: www.oise.utoronto.ca/ec

◆ Library

Telephones:

Circulation Desk: 416-978-1850

Reference Desk: 416-978-1860

Website: www.library.utoronto.ca/oise

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE is the official graduate student government at OISE and is affiliated with the Graduate Students' Union of the university. All OISE graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of

students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE.

Location: 252 Bloor Street West, Room 8-105

Telephone: 416-978-2421

E-mail: gsa.oise@utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self-determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 252 Bloor Street West, Room 7-191

Telephone: 416-978-0732

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.

In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. 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 inextricably 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. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107

Telephone: 416-926-4733

E-mail: isa@oise.utoronto.ca

Early Learning Centre

The Early Learning Centre is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE and is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. The Early Learning Centre is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor

Telephone: 416-978-0027

Fax: 416-926-4725

E-mail: early.learning.centre@utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Eleanor Gower (Interim)

Location: 252 Bloor Street West, Room 8-225

Telephone: 416-978-2277

Fax: 416-926-4706

E-mail: studentservices.oise@utoronto.ca

Website: www.oise.utoronto.ca/ss

University-wide Student Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accessibility Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: accessibility.services@utoronto.ca
Website: www.accessibility.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate minimum costs for a single student living in Toronto for twelve months in 2011-12, excluding tuition:

| | |
|--|-----------------|
| Accommodation | \$7,300 |
| Books/Supplies | 1,000 |
| Clothing | 1,200 |
| Food | 4,000 |
| Health insurance (UHIP) (international students) | .684 |
| Local transportation | 1,300 |
| Miscellaneous | 2,400 |
| TOTAL | \$17,884 |

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 215 Huron Street, Rm 603B
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca
Email: antiracism@utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Master's and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety

programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Fax: 416-946-8296
Website: www.communitysafety.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
 214 College Street, Main Floor
 Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-978-3247
E-mail: family.care@utoronto.ca
Website: www.familycare.utoronto.ca

Hart House

A 'living laboratory' of social, artistic, cultural and recreational experiences, Hart House is a dynamic gathering place for U of T students. Open 365 days a year from 7 am to 12 pm, its St. George Campus's vibrant centre for the education of the mind, body and spirit. The Beaux Arts Gothic Revival style building houses a state-of-the-art athletics wing with classes for every taste, a historic 454-seat theatre, a noted art gallery and collection, dining, recreation and socializing. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment. But for many, the real draw of Hart House is the scope of programming—from live music, lectures and literary events to food, filmmaking and fitness—that provides students opportunities for self-knowledge and awakening into who they are becoming.

Location: 7 Hart House Circle, Toronto, Ontario
 M5S 3H3
Telephone: 416-978-2452
Website: www.harthouse.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and

a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP**, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc.

The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact www.cie.utoronto.ca/coming/uhip.htm for UHIP information.

Location: Koffler Student Services Centre
 214 College Street, Second Floor
 Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
Fax: 416-971-2089
E-mail: nancyd.pollock@utoronto.ca
Website: healthservices.utoronto.ca/main.htm

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
 214 College Street, Second Floor
 Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.services@utoronto.ca
Website: www.housing.utoronto.ca

Centre for International Experience

The goal of the CIE is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the CIE and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the CIE, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: Cumberland House, 33 St. George Street
 Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
Fax: 416-978-4090
E-mail: cie.information@utoronto.ca
Website: www.cie.utoronto.ca

Sexual and Gender Diversity Office

The University of Toronto is committed to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Fax: 416-946-7745
Website: www.sgdo.utoronto.ca

Office of the Ombudsperson

The Ombudsperson offers advice and assistance with complaints unresolved through other regular University channels. A list of offices, units or departments you should try contacting first can be found at the following website: www.utoronto.ca/ombudsperson/help/index.html

The Ombudsperson can conduct an investigation once all other available avenues have been exhausted.

Location: McMurrich Building, First Floor, Room 102,
12 Queen's Park Cres. West, Toronto, Ontario M5S 1S8
Telephone: (416) 946-3485
Fax: (416) 978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 215 Huron Street, Suite 603
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: 215 Huron Street, Suite 603
Telephone: 416-978-2196
Fax: 416-971-2289
E-mail: status.women@utoronto.ca
Website: www.status-women.utoronto.ca

Policies and Regulations

NOTE: Students should consult the 2012-13 *School of Graduate Studies Calendar* when it becomes available, or visit the Website <www.sgs.utoronto.ca> for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto (see also page 6 in this *Bulletin*):

- ◆ Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- ◆ Code of Student Conduct
- ◆ Intellectual Property
- ◆ Research Ethics
- ◆ Thesis Supervision

Grading Practices

The OISE Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

- 1) As early as possible in each course, and no later than the final date to enroll in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.
- 2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.
- 3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.
- 4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.
- 5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

- 6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal through the School of Graduate Studies, Graduate Academic Appeals Board.

Any student whose work is judged to be unsatisfactory by OISE may be required to withdraw at any time.

B. Conditions for Final Standing

- 1) The grading system has a primary classification of **A**, **B**, and **FZ**, which have the following meanings:
 - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
 - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
 - **FZ**: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
- 2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.
- 3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE. Such courses must have the prior approval of OISE and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report by a graduate 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.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session. The final grade for the course will appear only once and only for the last enrollment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: 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 SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by the earned grade. **SDF** carries no credit for the course and is not considered for averaging purposes.

TRF-Program Transfer: Assigned by the School of Graduate Studies to a continuing research/seminar course begun but not completed in the first program and not required in the new program to which the student has been officially transferred.

WDR-Withdrawal without academic penalty: Assigned by a 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.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of the following levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter. If not resolved with the instructor, the student must discuss the matter with the Graduate Coordinator or Department Chair if the student wishes to pursue.
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE Graduate Department Academic Appeals Committee, using the Notice of Appeal Form.

3. If a satisfactory resolution at this level cannot be found, further appeals may be made to the School of Graduate Studies, Graduate Academic Appeals Board no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.
4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the Graduate Academic Appeals Board decision.

Detailed information on the appeals procedures and timelines is available from the OISE Registrar's Office, Graduate Studies Registration Unit, or from a department chair, *the School of Graduate Studies Calendar* or from the SGS Website <www.sgs.utoronto.ca>.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
McMurrich Building, Room 102
12 Queen's Park Cres. West
Toronto, Ontario M5S 1S8
Telephone: 416-978-3485
Fax: 416-978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment). See also page 207.

- ◆ Statements of results and/or official transcripts of record will not be issued.
- ◆ Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees.

Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

University Rights and Responsibilities Regarding Official Correspondence

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost: <http://www.provost.utoronto.ca/policy/use.htm>)

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

Academic Staff

(as of January 2012)

Please consult individual departmental sections for academic details and interests of staff: AECF (page 39); CTL (page 72); HDAP (page 108); SESE (page 130); TPS (page 143).

Acker, Sandra, SESE, TPS
Aitken, Johan L., CTL
Alvi, Sabir A., AECF
Anderson, Stephen, TPS
Antone, Eileen, AECF
Arnold, Mary Louise, HDAP
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Bogert, Chriss, HDAP
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Boyd, Dwight R., TPS
Bredo, Eric, TPS
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Broad, Kathy, CTL
Burstow, Bonnie, AECF

Cameron, Linda, CTL
Campbell, Carol, TPS
Campbell, C. Elizabeth, CTL
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Lawton, Stephen B., TPS
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Lewis, Marc, HDAP
Link, Nancy, HDAP
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Marks-Krpan, Catherine, CTL
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McCready, Lance, CTL
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Rusak, Stephen T., TPS
Ryan, James J., TPS

Sá, Creso, TPS
Sandwell, Ruth, TPS

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Wolfe, Richard G., HDAP
Woodruff, Earl, HDAP

Zoric, Terezia, SESE
Zuker, Marvin A., TPS

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