



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

# **OISE Graduate Studies in Education Bulletin**

**2020-2021**

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# About OISE

OISE is recognized as a global leader in graduate programs in teaching and learning, continuing teacher education, and education research. As one of the largest and most research-intensive faculties of education in North America, OISE is an integral part of the University of Toronto—Canada's most dynamic and comprehensive institution of higher learning.

OISE is committed to enhancing the social, economic, political and cultural wellbeing of individuals and communities locally, nationally and globally through leadership in teaching, research and advocacy. A unique place to work, learn and grow, OISE addresses current and emerging challenges with the scale, academic excellence and collaborative energy that few institutions in the world can claim. Our mission is to:

- Prepare scholars, teachers and other professional leaders to be equipped with the skills and global awareness required by an increasingly challenging and complex society, ready to influence policy and practice in their fields.
- Discover and mobilize knowledge through leading-edge research, pedagogical and technological innovation, creativity, and scholarship- driven local, national and international collaboration.
- Advance lifelong learning through innovative professional development programming and capacity building for educational change.
- Contribute to public policy dialogue regarding key societal issues.

## History

OISE's proud history dates back to 1906, when the Faculty of Education at the University of Toronto was founded following a Royal Commission report arguing that the "Teaching of education is best performed where the theory and practice can be made to supplement each other." 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 (ICS), 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, directly funded and controlled by the Ministry of Education, "OCE" was the sole institution in the province preparing secondary school teachers.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education (OISE) to offer graduate programs, 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 OISE, while teacher education remained at the University of Toronto. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In 1994, the Minister of Education and Training invited the University and OISE to explore the possibility of full integration. On December 16, 1994, the Ministry of Education and Training, the Governing Council of the University of Toronto and OISE signed an agreement outlining the broad terms for the integration of OISE and FEUT, including UTS and ICS with its Laboratory School, into a new

professional faculty of education under the Governing Council of the University of Toronto.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996.

In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

In 2010, in recognition of the Dr. Eric Jackman's gift to the Institute of Child Study (ICS) to support early childhood development and education, the University of Toronto renamed ICS as Dr. Eric Jackman Institute of Child Study.

In 2012, OISE restructured its academic departments from five to four with programs grouped under four distinct yet interrelated areas of scholarship within the broader field of educational studies. OISE's academic departments are:

- Applied Psychology and Human Development (APHD)
- Curriculum, Teaching and Learning (CTL)
- Leadership, Higher and Adult Education (LHAE)
- Social Justice Education (SJE)

In 2014, in response to the Government's decision to substantially reduce the enrolment of students in teacher education programs, decrease per- student funding, and shift towards a new four-term degree framework, OISE repositioned itself as an all-graduate faculty of education in line with the University of Toronto's differentiated role as Ontario's leading research-intensive university.

In 2016, OISE began an inclusive and highly participatory academic planning process that resulted in the creation of the OISE Academic Plan 2017-2022 *Learning and Leading from Within*. The plan focuses on six themes:

1. Building our Community: Learning and Leading from Within
2. Commitment to Indigenization
3. Equity, Diversity and Accessibility
4. Wellbeing and Mental Health
5. Transformative and Innovative Pedagogy
6. Building our Impact: Scholarship, Collaboration and Internationalization.

It is an exciting time as OISE builds on historical strengths in research and graduate studies and explores new challenges and opportunities as the only all-graduate faculty of education in Canada. It will continue to incorporate leading-edge pedagogical approaches to improve the quality and accessibility of its programs, domestically and internationally, while continuing to make a difference in how, where and what people learn as part of the Institute's commitment to the genuine value of lifelong learning.

### Deans of OISE

G.A. Jones 2015 -  
J. O'Sullivan 2010 - 2015  
J.S. Gaskell 2003 - 2010  
M.G. Fullan 1996 - 2003

### Deans of the Faculty of Education

M.G. Fullan 1988 - 1996  
M.A. Millar 1987 - 1988  
J.W. MacDonald 1981 - 1987  
J.C. Ricker 1975 - 1981  
H.O. Barrett 1974  
D.F. Dadson 1963 - 1973  
B.C. Diltz 1958 - 1963

A.C. Lewis 1944 - 1958  
J.G. Althouse 1934 - 1944  
W. Pakenham 1907 - 1934

**Directors of the Ontario Institute for Studies in Education**

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

# Administrative Officers (Partial List)

## School of Graduate Studies

### Joshua Barker, PhD

Dean, Graduate Studies and Vice-Provost, Graduate Research and Education

### Gretchen Kerr, PhD

Vice-Dean, Programs and Innovation

### Charmaine Williams, PhD

Vice-Dean, Students

## OISE

### Dean's Office

#### Glen Jones, PhD

Dean

#### Normand Labrie, PhD

Associate Dean, Programs

#### Michele Peterson-Badali, PhD

Associate Dean, Research, International & Innovation

### Endowed Chairs

#### Jennifer Jenkins, PhD

The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

#### James Slotta, PhD

The Presidents' Chair in Education and Knowledge Technologies

#### Leesa Wheelahan, PhD

The William G. Davis Chair in Community College Leadership

### Canada Research Chairs

#### Scott Davies, PhD

Canada Research Chair in Data, Equity and Policy Education

#### Abby Goldstein, PhD

Canada Research Chair in Psychology of Emerging Adulthood

#### Kang Lee, PhD

Canada Research Chair in Moral Development and Developmental Neuroscience

#### Eve Tuck, PhD

Canada Research Chair in Indigenous Methodologies with Youth and Communities

#### Sandra Styres, PhD

Canada Research Chair in Iethi'nihsténha Ohwentsia'kékha (Land), Resurgence, Reconciliation and the Politics of Education

### Ontario Research Chair

#### Ruth Childs, PhD

Ontario Research Chair in Postsecondary Education Policy and Measurement

### Department Chairs

#### Earl Woodruff, PhD

Applied Psychology and Human Development (APHD)

#### Clare Brett, PhD

Curriculum, Teaching and Learning (CTL)

#### Nina Bascia, PhD

Leadership, Higher and Adult Education (LHAE)

#### Njoki Wane, PhD

Social Justice Education (SJE)

### Department Associate Chairs

#### Abby Goldstein, PhD

Applied Psychology and Human Development (APHD)

#### Antoinette Gagné, PhD

Associate Chair, Student Experience  
Curriculum, Teaching and Learning (CTL)

#### Kathy Broad, PhD

Associate Chair, Teacher Education  
Curriculum, Teaching and Learning (CTL)

#### Peter Sawchuk, PhD

Leadership, Higher and Adult Education (LHAE)

#### Diane Farmer, PhD

(from July 1, 2020 - June 30, 2021)  
Social Justice Education (SJE)

### Library/Education Commons

#### Julia Duncan, MBA

Director, Education Commons

#### Monique Flaccavento, MIST

Director, OISE Library

#### Jenaya Webb, MI

Acting Director, OISE Library (from July 1, 2019 - June 30, 2020)

#### Librarians

Desmond Wong, MLIS

Emily Hector, MLIS

Jenaya Webb, MI

Nailisa Tanner, MLIS

### Office of the Registrar and Student Services

#### Sheldon Grabke, PhD

Registrar and Senior Director, Student Services

**Ian MacLeod, MA**  
Director, Student Services

**Kim Holman, BA**  
Associate Registrar, Admissions, Enrolment Management & Awards

**Bill Rankovic, BA**  
Associate Registrar, Registration, Records & Systems

**Jeananne Robertson, MA**  
Student Success Counsellor

**Anne Marie Kwan, BSc**  
Financial Aid & Awards Coordinator

**Ghayas Shams, MEd**  
Student/Career/Co-curricular Record Coordinator

**Nicole S. Ryan, MEd**  
Recruitment and Diverse Student Success Coordinator

**Xiaoyong (Andy) Xia, MEd**  
International Recruitment & Success Coordinator

**Heather Haslett, BA**  
Registration Specialist (APHD, LHAE and SJE)

**Lucy Stellato, BA**  
Registration Specialist (CTL-Master of Teaching)

**Danielle Meade, BA**  
Registration Specialist (CTL-MA , MEd) and Student Records

**Anil Purandaré, BA**  
**Seemin Qureshi, MA**  
Doctoral Registration Specialists (PhD, EdD)

## Officers of the University

For a list of the Officers of the University please visit the website of [University of Toronto Governing Council](#).

# Sessional Dates and Deadlines

## Please note the following:

- **IMPORTANT NOTE:** Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of delivery of courses, co-curricular opportunities, programs and services is subject to change, in accordance with university policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University.
- 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.
- Some OISE Sessional Dates differ from those published in the [School of Graduate Studies Calendar](#).
- Please read the University's policy on [Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

## 2020

### March 15

Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research are completed in the 2020 Winter Session

### March 17-21

Course selection information for the 2020 Summer Session is available beginning this week. (NOTE: Course offerings and enrolment for the 2020 Fall Session and the 2021 Winter Session is available in June.)

### March 25

Course selection for 2020 Summer Session begins 6:00 am via [ACORN](#)

### April 1

Final date for Special Students to submit a complete application for admission to the 2020 Summer Session, first term-May

### April 3

**Last day of 2020 Winter Session and full-year lectures** (except for the Master of Teaching, which ends April 13)

### April 10

Good Friday (University closed)

### April 12

**Last day of lectures for the 2020 Winter Session for the Master of Teaching**

### April 12

Deadline to submit appropriate documentation to the Office of the

Registrar and Student Services, Registration Team, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines.)

### April 12

(Early grade submission) Final deadline for June Graduating Students grades to be entered in eMarks - Winter Session and full year courses for students whose degrees are to be awarded at Spring Convocation. (This includes all year-two MT and MACSE, and any other students graduating in June.) Note that instructors must upload grades by April 13th so that the approvals and manual loading of early grades can take place.

### April 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Office of the Registrar and Student Services, Registration Team, for 2020 Summer Session, first term-May

### April 17

Deadline for students whose degrees are to be conferred at Spring Convocation to electronically submit final PhD or EdD thesis

### April 27

Last day to be enrolled from a wait list into a course that begins in May. Wait lists are cancelled at the end of today.

### April 29

Deadline for adding 2020 Summer Session courses (May-June & May-August) **without instructor's approval**. After this date, instructor's approval on a "Course Add" form is required.

### May 1

Final date for Special Students to submit a complete application for admission to the 2019 Summer Session, second term-July

### May 4

Continuing students select courses for the 2020 Summer Session by this date. Maximum enrollment may be reached in some courses well before this date. (NOTE: Course selection for the 2020 Fall Session and the 2021 Winter Session is mid-June.)

### May 4

**Lectures begin for the 2020 Summer, first Session-May.** The Summer Session at OISE typically consists of two 6-week terms: May-June and July-August courses. Instructors are expected to compensate for any classes that may fall on a holiday. The term "Intercession" is the historical term that was commonly used for the May-June session. NOTE: Summer courses begin on May 7 for the MA-Child Study and Education program, and on May 19 for the Master of Teaching program.

The refund date and service charge schedule for the Summer 2020 session is available at: [www.fees.utoronto.ca](http://www.fees.utoronto.ca)

### May 6

Deadline for instructors to upload grades for the 2020 Winter Session and full-year courses. Grades for graduating students due April 13. (Note: The May 6, 2020 deadline is extended to May 29, 2020 due to the COVID-19 pandemic.)

### May 6

Deadline for SDF designation for 2019 Fall Session courses to be changed to a regular grade or a failing grade

### May 7 - June 17

MA-Child Study and Education program 2020 summer session, first term

*May 8*

Deadline date for Departmental grade approvals of the 2020 Winter and full-year courses. Grades are available on [ACORN](#) approximately one week after this date. (Note: The May 8, 2020 deadline is extended to May 29, 2020 due to the COVID-19 pandemic.)

*May 8*

Registration ends for 2020 Summer Session courses which begin in first session-May

*May 11*

Deadline to add 2020 Summer, first session-May

*May 19 - June 25*

Master of Teaching Program 2020 Summer Session, first term; historically called intersession.

*May 18*

Victoria Day (University closed)

*May 22*

Deadline for dropping Summer Session, first term courses, without academic penalty

*June 1*

Tuition deposit (\$300) deadline for newly admitted students in the Master of Teaching and MA-Child Study and Education programs to hold admission space

*June 2*

2020 virtual Convocation ceremony. Due to the COVID-19 pandemic, the University is hosting a virtual Convocation ceremony in place of traditional in-person Convocation ceremonies.

***June 12***

**Last day of 2020 Summer Session**, first term lectures - except for Master of Teaching courses which ends on June 25, and the MA-Child Study & Education program which ends on June 17

*June 9*

Originally scheduled Spring Degree Conferral date for PhD, EdD, MEd, MA (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca)). Diplomas are couriered shortly after the day of originally scheduled ceremony.

*June 15*

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Office of the Registrar and Student Services, Registration Team, for 2020 Summer Session, second term courses

*June 15*

Deadline for dropping 2020 Summer Session, May to August courses only, without academic penalty

*June 19*

Originally scheduled Spring Degree Conferral date for Master of Teaching, MA-Child Study and Education, Bachelor of Education (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca)). Diplomas are couriered to graduates shortly after the day of originally scheduled ceremony.

*June 22*

[2020-21 Fall/Winter Course Schedule](#) is available this week.

*June 23*

Last day to be enrolled from a wait list into a course that begins in July. Wait lists are cancelled at the end of this date.

*June 25*

Deadline for adding 2020 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required.

*June 26*

Final date for Special Students to submit a complete application for admission to the 2020 Fall Session

*June 29*

Presidential Day (University closed)

*June 30*

Presidential Day (University closed)

*July 1*

Canada Day observance (University closed)

***July 6 - August 14***

**Lectures begin for the 2020 Summer Session, second term**

*July 6 - August 14*

Master of Teaching Program 2020 Summer Session, second term

*July 6*

Deadline for registration, without late fee, for 2020 Summer Session, second term

*July 10*

Deadline for adding 2020 Summer Session, second term courses

*July 10*

Grade approval date for 2020 Summer Session first term summer courses. Instructors must submit earlier to ensure approval by this date. Grades are available on [ACORN](#) approximately one week after this date.

***July 15***

**Course selection for 2020-21 Fall/Winter program begins at 6:00 am via [ACORN](#)**

*July 15*

Deadline for master's students to request convocation in the Fall if all degree requirements will be completed in 2020 Summer Session

*July 17*

Deadline for dropping 2020 Summer Session, second term courses, without academic penalty

***July 20***

**Registration for Fall 2020 and Winter 2021 Session begins**

*July 31*

Master of Teaching and MA-Child Study and Education programs final date to request a deferral of admission from the 2020 Fall Session to the 2021 Fall Session. For all other programs, the deadline is September 11.

*August 3*

Civic Holiday (University closed)

*August 14*

Last day of 2020 Summer Session, second term

*August 28*

Recommended deadline for tuition fee payment. This deadline



ensures that payment is received by the registration deadline of September 11 and avoids cancellation of registration/course enrolment.

**August 31**

Final date for new students to satisfy all conditions of admission, otherwise course enrolment and registration is cancelled and offer of admission is withdrawn.

**September 2**

Last day to be enrolled from a wait list into a course that begins in September. Wait lists are cancelled at the end of this date.

**September 4**

Grade submission date for 2020 Summer Session completed courses (May-August, and July-August sessions). Instructors must submit earlier to ensure approval by this date. Grades are available on ACORN approximately one week after this date.

**September 4**

Deadline for SDF designation for 2020 Winter Session courses to be changed to a regular grade or a failing grade

**September 5**

Deadline for submission of Individual Reading and Research course approval forms for 2020 Fall Session and full-year courses, to be submitted to the Office of the Registrar and Student Services, Registration Team

**September 7**

Labour Day (University closed)

**September 8**

Deadline for adding 2020 Fall Session and full-year courses, without instructor's approval. After this date, instructor's approval at the beginning of classes is required.

**September 4**

Grade submission date for 2020 Summer Session completed courses (May-August, and July-August sessions). Instructors must submit earlier to ensure approval by this date. Grades will be available on ACORN approximately one week after this date.

**September 5**

Deadline for submission of Individual Reading and Research course approval forms for 2019 Fall Session and full-year courses, to be submitted to the Office of the Registrar and Student Services, Registration Team

**September 8 - 11**

Orientation day events

**September 11**

Registration deadline for students registering in the Fall Session (September to December). After this date, a late registration fee is charged. Minimum payment is due [unpaid fees from previous session(s) + 100% of current fall tuition fee charges].

Certain portions of some student society fees may be refunded by the student society (listed on the ACORN invoice), within limited time periods at the beginning of each session (at the discretion of the student society). Procedures and timelines for requesting refunds is available at: [www.fees.utoronto.ca](http://www.fees.utoronto.ca).

**September 14**

**Lectures begin for the 2020 Fall Session and full-year courses**

The 2020-21 Fall/Winter refund date and service charge schedule is published at: [www.fees.utoronto.ca](http://www.fees.utoronto.ca)

**September 11**

Final date to request a deferral of admission from the 2020 Fall Session to the 2021 Fall Session. For the Master of Teaching and MA-Child Study and Education programs, the deadline is July 31.

**September 15**

Final date to upload final doctoral theses to SGS to avoid fee charges for 2020-21.

**September 18**

Deadline for submitting appropriate documentation to the Office of the Registrar and Student Services, Registration Team for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines.)

**September 22**

Deadline to add 2020 Fall Session and full-year courses

**October 2**

Deadline to submit the final PhD or EdD thesis for Fall (November) Convocation

**October 2**

Final date for Special Students to submit a complete application for admission to the 2021 Winter Session

**October 12**

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 2020 Fall Session

**October 26**

Deadline for withdrawing from 2020 Fall Session courses without academic penalty

**November 2 - November 27**

Master of Teaching fall practicum

**November 15**

Deadline for submitting a complete application for admission to degree programs beginning in the 2021 Fall 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.

**November TBA**

Fall Convocation - PhD, EdD, MEd, MA, MA-CSE, MT, BEd (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca))

**December 4**

**Last day of lectures for the 2020 Fall Session** (Master of Teaching program continues to December 11)

**December 11**

**Last day of lectures for 2020 Fall Session Master of Teaching courses**

**December 12**

Deadline for submission of Individual Reading and Research course approval forms for the 2021 Winter Session to be submitted to the Office of the Registrar and Student Services, Registration Team

**December 17**

Last day to be enrolled from a wait list into a course that begins in January. Wait lists are cancelled at the end of this date.

**December 22**

Deadline for adding 2021 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required.

**December 23 - January 3 (inclusive)**

University closed

**2021****January 4**

University re-opens

**January 4**

**Lectures begin for the Master of Teaching program**

**January 6**

Grade submission date for the 2020 Fall Session courses. Grades are available on ACORN approximately one week after this date.

**January 6**

Deadline for SDF designation for 2020 Summer Session, first and second term courses to be changed to a regular grade or a failing grade

**January 11**

**Lectures begin for the 2021 Winter Session**

**January 15**

Final date to submit doctoral theses without fee payment for Winter Session

**January 18**

Registration deadline for students registering in Winter Session only (January to April). After this date, a late registration fee is charged. Minimum required payment is due [unpaid fees from previous session(s) + 100% of current winter session tuition fee charges]. For students who began in September, the outstanding fees for January term were due by November 15th in order to avoid service charges.

**January 18**

Deadline for master's degree students who completed degree requirements in the 2020 Fall Session to submit appropriate documentation to the Office of the Registrar and Student Services, Registration Team, 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 18**

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.)

**January 18**

Deadline for adding 2021 Winter Session courses

**January 22**

Deadline for upload of the final PhD or EdD thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council

**February 15**

Family Day (University closed)

**February 16 - March 12**

Master of Teaching Winter Practicum

**February 22**

Deadline for withdrawing from the 2021 Winter Session and full-year courses without academic penalty. Note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.

**March 15 - 19**

Midwinter break in the Ontario school system (no OISE classes scheduled)

**March 15**

Deadline for master's students (including MT) to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2021 Winter Session.

**March 15 - 19**

Course selection information is available beginning this week for the 2021 Summer Session. (NOTE: Information for 2021 Fall Session and the 2022 Winter Session is available in June.)

**April 1**

Final date for Special Students to submit a complete application for admission to the 2021 Summer Session, first term-May

**April 2**

Good Friday (University closed)

**April 9**

**Last day of 2021 Winter Session and full-year lectures**

**April 9**

**Last day of lectures for the 2021 Winter Session for the Master of Teaching**

**April 12**

Deadline for submitting appropriate documentation to the Office of the Registrar and Student Services, Registration Team, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines.)

**April 12**

(Early grade deadline) Final deadline for June Graduating Students grades to be on eMarks - Winter Session and full year courses for students whose degrees are to be awarded at Spring Convocation. (This includes all year-two MT and MACSE and any other students graduating in June.) Instructors must upload grades by April 13th so that the approvals and manual loading of early grades into ACORN can take place.

**April 16**

Deadline for students whose degrees are to be conferred at Spring Convocation to electronically submit the final PhD or EdD thesis

**May 1**

Final date for Special Students to submit a complete application for admission to the 2021 Summer Session, second term-July

**May 14**

Grade approval date for 2021 Winter Session and full-year courses. Grades are available on ACORN approximately one week after this

date. (NOTE: The grade deadline for June graduating students was April 12.)

*May 14*

Deadline for SDF designation for 2020 Fall Session courses to be changed to a regular grade or a failing grade.

*May 24*

Victoria Day (University closed)

*June TBA*

Spring Convocation (see [Convocation website](#) for details)

*June TBA*

Course selection for 2021 Fall and Winter 2022 Winter becomes available.

# General Program, Policy and Course Information

This *Bulletin* is not a legal document for Policy and Regulation Information. Please see the [School of Graduate Studies Calendar](#) for specific information where necessary—except where variances specific to OISE are noted in this *Bulletin*.

IMPORTANT NOTE: Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of delivery of courses, co-curricular opportunities, programs and services is subject to change, in accordance with university policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University.

## Applications/Admissions

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

## Changes to Fees

At the time of compilation of this *Bulletin*, the 2020-21 fees schedule has not yet been established; the amounts quoted in the [Fees section](#) are from the 2019-20 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 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.

## Conditions of Admission

Detailed information about satisfying conditions of admission is included in the ["Newly Admitted Students"](#) section of the OISE Office of the Registrar and Student Services website.

All conditions of admission are stated on the offer letter. 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.

It is a new student's responsibility to clear all conditions as soon as possible. Documents to satisfy a condition must be received in the Office of the Registrar and Student Services by **August 31, 2020**.

All conditions must be satisfied before final registration is permitted. When every condition of admission has been cleared, an "All Conditions Satisfied" e-mail message will be sent.

If all conditions are not fulfilled, course enrolment and registration will be cancelled and the student will not be permitted to continue in the program. Possible future admission is not guaranteed and requires re-application (including payment and submission of supporting documents).

Most conditions require an official transcript. Official transcripts are paper records received by the Office of the Registrar and Student Services in a sealed envelope, signed/stamped by the issuing institution. Transcripts received in an unsealed envelope, or as faxed transcripts, informal grade reports and electronically transmitted transcripts are not official.

Paper official transcripts are submitted to:  
Office of the Registrar and Student Services, Admissions Unit  
Ontario Institute for Studies in Education  
252 Bloor Street West, Room 8-225  
Toronto, ON M5S 1V6

## Continuity of Registration

Regulations concerning the degrees below are detailed in the University of Toronto [School of Graduate Studies Calendar](#) (section 6.1.8).

### **Doctoral Students**

All doctoral students must register continuously until all degree requirements have been fulfilled.

**EdD students** commence their EdD degree full-time and must maintain continuous registration. For SJE EdD only, students may commence their EdD degree part-time and must maintain continuous registration but a minimum of one year of full-time study is required. Once enrolled full-time, SJE EdD students must maintain full-time continuous registration and pay the full-time fee until all degree requirements have been completed.

**PhD students** must register continuously and pay the full-time fee until all degree requirements have been fulfilled.

NOTE 1: Flexible-time PhD students may request permission to continue as part-time students at the end of the minimum period of 4 years of full-time study.

NOTE 2: Students cannot transfer between the EdD degree and PhD degree.

### **Master's Students**

**Full-time master's students** undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must continue to register on a full-time basis and pay the full-time fee once they have completed the defined Program Length or have begun their last required course (whichever comes first), until all degree requirements have been completed. Program Length establishes the **Minimum Degree Fee**, which must be paid before graduation.

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 defined Program Length or before they begin their last required course**, whichever comes first (restrictions may apply). 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.

## 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 section](#). Students should pay special attention to these. After these deadlines, no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) and may result in a failure or a Withdrawal (WDR) notation. Should a student continue in the course but not complete the requirements for the course, the course itself will remain on the record (transcript) and will receive the grade that has been earned. If a student has incomplete or failed courses, other courses 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 section](#). These dates are mandatory.

They represent the dates on which the grades are due in the OISE Office of the Registrar and Student Services, Registration Team. 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. A request for an extension beyond the final deadlines will only be considered in extenuating circumstances.
2. Throughout a degree program at OISE, it is the student's responsibility to ensure that the OISE Office of the Registrar and Student Services, Registration Team, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning their program of study.

## Course Deadlines, Prerequisites, Limits

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

## 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).

**APD:** Applied Psychology and Human Development  
**CTL:** Curriculum, Teaching and Learning  
**SJE:** Social Justice Education  
**LHA:** Leadership, Higher and Adult Education

Prior to 2013-14, OISE Graduate courses were prefixed with AEC, CTL (still in use), HDP, SES and TPS. Between 2013-14 and Winter 2015, courses offered by the Department of Humanities, Social Sciences & Social Justice Education were prefixed HSJ. Prior to the 1998 Summer Session, OISE graduate courses were prefixed with EDT.

**Joint courses** are indicated by a **JOI** as the three-letter prefix.

**Course Number Series.** Students should refer to departmental listings for information on master's and doctoral course number series.

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

Course selection information for the 2020 Summer Session will be available in mid-March, with course selection beginning March 28. The 2020 Fall Session and the 2021 Winter Session course list will be available in July on the [Office of the Registrar and Student Services' website](#), with course selection beginning approximately a week after release of the course timetable.

Students should select courses as early as possible by using the web service on [ACORN](#).

### 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 Office of the Registrar and Student Services, Registration Team.
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, you might consider attending the first class to speak to the instructor regarding possible enrollment in the course.

## Criminal Record Report

### **School Board Requirements**

The Child Study and Education program and the Master of Teaching 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 Office of the Registrar and Student Services' website about [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](http://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 (Now called ROSI Alumni Transcripts)

**ACORN:** University of Toronto's student information service and hub

## **Flexible-time PhD**

Flexible-time PhD degree programs are offered at OISE, and differ from the regular full-time PhD degree programs in design, delivery, and funding. Please consult the [School of Graduate Studies Calendar](#), and the departmental program sections in this *Bulletin* for further details.

## **Full-Time/Part-Time Course Load**

### **Full-Time**

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three 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 the Summer Session - May/June and July/August (one half-course in each summer session). Each half-course normally meets for six hours a week.

### **Part-Time**

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.

One half-course constitutes a part-time program of study in the Summer Session (one half-course in either May/June OR July/August). Each half-course normally meets for six hours a week.

NOTE: Students wishing to change their status must submit a written request to the Office of the Registrar and Student Services, Registration Team. **Restrictions may apply.**

## **Grade Reports**

Grades will be available on [ACORN](#). Please refer to the [Sessional Dates and Deadlines section](#) in this *Bulletin* for further information.

## **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 submitted to the Office of the Registrar and Student Services, Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Office of the Registrar and Student Services. (See [Sessional Dates and Deadlines section](#).)

## **Off-Campus 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 online. For online courses, students must have regular access to a computer with internet.

### **Course Requirements**

Course requirements are the same for both off- and on-campus students. Please consult the departmental program sections.

Students who have selected off-campus sections of courses by the deadline will receive details about the site location and dates and times of classes before the beginning of the course. Ensure that your U of T email is updated on [ACORN](#) so that information can be sent. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

### **Registration**

Tuition fee payment or fee deferral, along with course selection, 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 [ACORN](#) to make payment. Please refer to registration information which is emailed to students each year for appropriate dates and procedures.

## **Repeating Passed Courses**

Students may not repeat any course in which they have already obtained credit (a mark of B- or higher/P/CR). Refer to section 7.4 of the [SGS Calendar](#) for information regarding the Satisfactory Completion of Graduate Courses.

## **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.

## Special Topics Courses

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

## Students Requesting Consideration Due to Illness or Injury

Students who experience illness or injury and are requesting consideration are required to visit a physician and submit the University of Toronto "Verification of Student Illness or Injury Form" to OISE's Office of the Registrar and Student Services. Guidance for completion is included on the form itself. Students can download a copy of the form from the [Office of the Registrar and Student Services website](#) or they can pick one up from the ORSS on the 8th floor of OISE.

OISE students requesting consideration are asked to arrange an appointment with an advisor in the [Office of the Registrar and Student Services](#).

## 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 a maximum of one half-course in the Summer Session, one in either the First Term (May-June) OR one in the Second Term (July-August).

All PhD students, and EdD students who have completed one-year of full-time study, will register for the Fall, Winter and Summer Sessions when they register in September. (NOTE: Part-time EdD students are automatically registered for the Summer Session if they were registered for both the Fall and Winter Sessions.)

## Travaux et thèses en français

La plupart des cours offerts à OISE sont en anglais. Cependant, une nouvelle spécialisation conjointe *Éducation, francophonies et diversité*, offerte au niveau des études supérieures, offre ses cours en français, sur place et/ou à distance.

De plus, tous les étudiants et étudiantes inscrits à OISE peuvent remettre leurs travaux en français en prenant les dispositions nécessaires auprès des professeurs et professeurs dont les noms apparaissent plus bas. Nous recommandons cependant aux étudiantes et étudiants de rencontrer ces professeurs et professeurs au préalable pour en discuter, s'ils ou elles souhaitent remettre leurs travaux en français.

Les professeurs et professeurs qui peuvent recevoir des travaux en français à OISE sont :

### Department of Curriculum, Teaching and Learning

A. Gagné, T. Goldstein, N. Labrie, E. Piccardo, E. Le Pichon-Vorstman, K. Rehner, M-P. Lory

### Department of Applied Psychology and Human Development

J. Ducharme, M. Ferrari, J. Pelletier

### Department of Social Justice Education

L. Bisailon, D. Farmer

## Transcripts

A \$15 fee is charged for each copy of a transcript of record. These fees are subject to change. Transcripts will not be issued for students whose fees payments are in arrears.

Transcripts may be ordered online from [ACORN](#) or in-person at the University of Toronto Transcript Centre at Enrolment Services, 172 St. George Street, Toronto, Ontario M5R 0A3.

*Exception:*

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

Requests for AQ Records of Learning (2017 and onwards) should be made to the [OISE Continuing and Professional Learning Office](#).

Requests for AQ Transcripts for studies previous to 2017 should be made to:

Office of the Registrar and Student Services  
252 Bloor Street West, Room 8-225  
Toronto, Ontario M5S 1V6  
Email: [transcripts@oise.utoronto.ca](mailto:transcripts@oise.utoronto.ca)

## Withdrawal From an OISE Degree Program

In order to withdraw from an OISE degree program, students must submit the Program Withdrawal Form, signed by the Department, along with their student card, to the Registration Team of the [OISE Office of the Registrar and Student Services](#). A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Office of the Registrar and Student Services. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

## Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., e-mail and other computer-based online correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, application for admission result notification, 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 [ACORN](#) of a current and valid postal address as well as the address for a University-issued e-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](#)

***Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence***

Students are expected to monitor and retrieve their mail, including e-mail 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.



# Applied Psychology and Human Development

The Department of Applied Psychology and Human Development (APHD) offers graduate degrees in five programs that focus on basic and applied research in the areas of counselling and clinical psychology, human development, special education and educational psychology pertaining to children, adolescents and adults.

## Overview of Programs

Codes: > =Field, • =Collaborative Specialization

### Child Study and Education Program - MA, EdD

#### Counselling and Clinical Psychology Program - MA, PhD

- > Clinical and Counselling Psychology - MA, PhD
- *Indigenous Health* - MA, PhD
- *Addiction Studies* - MA, PhD
- *Aging, Palliative and Supportive Care Across the Life Course* - MA, PhD
- *Community Development* - MA
- *Sexual Diversity Studies* - MA, PhD
- *Women and Gender Studies* - MA, PhD

- > Clinical Psychology - MA, PhD  
(offered by the Graduate Department of Psychological Clinical Science, University of Toronto Scarborough)

#### Counselling Psychology Program - MEd, EdD

- > Counselling and Psychotherapy - MEd, EdD
- *Indigenous Health* - MEd, EdD
- *Aging, Palliative and Supportive Care Across the Life Course* - MEd, EdD
- *Community Development* - MEd
- *Sexual Diversity Studies* - MEd, EdD
- *Women and Gender Studies* - MEd, EdD

- > Global Mental Health and Counselling Psychology - MEd

- > Guidance and Counselling - MEd
- *Indigenous Health* - MEd
- *Aging, Palliative and Supportive Care Across the Life Course* - MEd
- *Community Development* - MEd
- *Sexual Diversity Studies* - MEd
- *Women and Gender Studies* - MEd

#### Developmental Psychology and Education Program - MA, MEd, PhD

- *Educational Policy* - MA, MEd, PhD
- *Human Development* - MA, MEd, PhD (Admissions have been suspended to this Collaborative Specialization)
- *Neuroscience* - MA, PhD

#### School and Clinical Child Psychology Program - MA, PhD

## Combined Degree Programs

The MA Child Study and Education Combined Degree Program (CDP) is designed for University of Toronto students interested in studying the intersections of their Bachelor's degree specialization, coupled with professional teacher preparation. For more information about MA Child Study and Education Combined Degree Programs, please visit the [School of Graduate Studies \(SGS\) Calendar](#).

NOTE: Please see Bulletin sections below for more information on APHD programs.

- See the School of Graduate Studies Calendar for details on [Collaborative Specializations](#).
- See the School of Graduate Studies Calendar for [Graduate Faculty Members](#).

# Child Study and Education

## Overview

The Child Study and Education program offers studies leading to a MA teacher-certification degree and an EdD degree. The MA program is a full-time two-year, non-thesis MA that qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. The program's combination of teacher education and graduate degree is intended to produce teacher-leaders who can apply research and theory in child study to their careers as educators. Child Study is an orientation that includes broad child development theories and methods, along with understanding children through experience and direct observation. The full-time, cohort-based EdD program is designed for professionals working in education or related fields looking to enrich their practice and advance their careers. The EdD program offers students the opportunity to extend and expand their knowledge and expertise in two major and interrelated domains: (1) Special Education (e.g., policy, perspectives, contexts and pedagogy); and (2) Security, Child and Youth Wellbeing (child and teacher mental health, resilience, learning environments, prevention and intervention and equity).

## Master of Arts

### Program Description

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 (such as an inquiry-based approach) and learning environments result in educational practices that build on children's current levels of development.

The non-thesis 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 a **Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions (junior kindergarten to grade 6) of Ontario schools. Research is embedded throughout the courses and the program.

This program offers two fields:

- Practice-Based Inquiry (PBI) in Psychology and Educational Practice
- Research-Intensive Training (RIT) in Psychology and Education (admissions have been administratively suspended)

## Field: Practice-Based Inquiry (PBI) in Psychology and Educational Practice

The field is based on the use of collaborative inquiry and data-based decision-making to enhance teachers' practice and student learning and success (working cooperatively with colleagues and using data and research findings to meet student needs). This field will provide a foundation in the use of a broad range of information sources to address questions of practice using an inquiry cycle.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree (usually a four-year degree) with the equivalent of a University of Toronto mid-B or better in the final year.
- Applicants are also expected to have experience working with groups of children, preferably in responsible positions.
- Normally, an interview is required prior to admission.

### Program Requirements

- **Coursework.** Students must complete **11.0 full-course equivalents (FCEs)** including practicum placements and an internship as follows:
  - **Year 1:** 7.0 FCEs as follows:
    - [APD2200Y](#) *Child Study: Observation, Evaluation, Reporting, and Research* (1.0 FCE).
    - [APD2201Y](#) *Childhood Education Seminar I* (1.0 FCE).
    - [APD2210Y](#) *Introduction to Curriculum I: Core Areas* (1.0 FCE).
    - [APD2220Y](#) *Teaching Practicum* (1.0 FCE): three eight-week, half-day placements in kindergarten/early childhood, grades 1 to 3, and grades 4 to 6.
    - [APD2280Y](#) *Introduction to Special Education and Adaptive Instruction* (1.0 FCE; Credit/No Credit).
    - [APD1226H](#) *Foundations in Inquiry and Data-Based Decision Making* (0.5 FCE).

- 1.5 elective FCEs (equivalent to three half courses) chosen from among master's-level courses in the Department of Applied Psychology and Human Development and, in some cases, other departments (to be completed during the Spring/Summer session).
- Students without an undergraduate course in child development must take [APD1201H](#) *Child and Adolescent Development* (0.5 FCE) as an elective.
- Registration in Year 2 of the program is contingent upon successful completion of all Year 1 work.

- **Year 2:** 4.0 FCEs as follows:
  - [APD2211H](#) *Theory and Curriculum I: Language and Literacy* (0.5 FCE).
  - [APD2212H](#) *Theory and Curriculum II: Mathematics* (0.5 FCE).
  - [APD2214H](#) *Curriculum and Pedagogies for Cross-Curricular Teaching* (0.5 FCE).
  - [APD2221Y](#) *Advanced Teaching Practicum* (1.0 FCE), a 12-week full-time internship to be taken in one session.
  - [APD2222H](#) *Professional Practice Project: Role A* (0.5 FCE).
  - [APD2223H](#) *Professional Practice Project: Role B* (0.5 FCE).
  - [APD2202H](#) *Childhood Education Seminar II: Advanced Teaching* (0.5 FCE), taken during the internship session of Year 2.

### Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W)

### Time Limit

3 years full-time

## Field: Research-Intensive Training (RIT) in Psychology and Education

**Admissions to this field have been administratively suspended.**

The field provides concurrent training in research methods and educational practice for elementary teacher certification, including 600 hours of practicum in classrooms. It supports the development of expertise in scientific examination of educational and psychological issues and highlights the integration between science and classroom practice. RIT students must complete a Major Research Paper (MRP) by April of Year 2 in order to graduate.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree (usually a four-year degree) with the equivalent of a University of Toronto mid-B or better in the final year.
- Applicants are also expected to have strong research experience and experience working with groups of children, preferably in responsible positions.
- Normally, an interview is required prior to admission.

## Program Requirements

- **Coursework.** Students must complete **11.0 full-course equivalents (FCEs)** including practicum placements and an internship as follows (although a thesis paper is not required, students must complete a Major Research Paper):
  - **Year 1:** 7.0 FCEs as follows:
    - [APD2200Y](#) *Child Study: Observation, Evaluation, Reporting, and Research* (1.0 FCE).
    - [APD2201Y](#) *Childhood Education Seminar I* (1.0 FCE).
    - [APD2210Y](#) *Introduction to Curriculum I: Core Areas* (1.0 FCE).
    - [APD2220Y](#) *Teaching Practicum* (1.0 FCE): three eight-week, half-day placements in kindergarten/early childhood, grades 1 to 3, and grades 4 to 6.
    - [APD2280Y](#) *Introduction to Special Education and Adaptive Instruction* (1.0 FCE; Credit/No Credit).
    - [APD1209H](#) *Research Methods and Thesis Preparation in AP&HD* (0.5 FCE).
    - 1.5 elective FCEs (equivalent to three half courses) chosen from among master's-level courses in the Department of Applied Psychology and Human Development and, in some cases, other departments; (to be completed during the Spring/Summer session).
    - Students without an undergraduate course in child development must take [APD1201H](#) *Child and Adolescent Development* (0.5 FCE) as an elective.
    - Registration in Year 2 of the program is contingent upon successful completion of all Year 1 work.
  - **Year 2:** 4.0 FCEs as follows:
    - [APD2211H](#) *Theory and Curriculum I: Language and Literacy* (0.5 FCE).
    - [APD2212H](#) *Theory and Curriculum II: Mathematics* (0.5 FCE).
    - [APD2214H](#) *Curriculum and Pedagogies for Cross-Curricular Teaching* (0.5 FCE).
    - [APD2221Y](#) *Advanced Teaching Practicum* (1.0 FCE), a 3.5-month full-time internship to be taken in one session.
    - [APD2001Y](#)<sup>0</sup> *Major Research Paper* (1.0 FCE).
    - [APD2202H](#) *Childhood Education Seminar II: Advanced Teaching* (0.5 FCE), taken during the internship session of Year 2.

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W)

## Time Limit

3 years full-time

## Doctor of Education

### Program Description

This professional doctorate is designed to prepare professionals working in the field of education (or a highly related area) to extend their professional knowledge and practice to further develop their ability to be scholar-practitioners within child study. This program aims to provide practitioners with an advanced degree to enable them to engage in innovation, advanced professional practice, and understand how the field of child study can inform decision making in multiple contexts including the classroom.

This degree is designed for practitioners who are working within contexts in which children are served or supported and/or with individuals who support or guide those who work with children (e.g., parents, families, and teachers).

The Doctor of Education (EdD) program is only available on a full-time basis.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below. Please note that applicants will be accepted into this degree program **every other year**.
- A masters degree: an MA or MEd degree in Education (e.g., Master of Arts in Child Study and Education, Master of Education degree, Master of Teaching degree) with high academic standing (equivalent to a B+ or better) from a recognized university. Applicants with masters degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses in developmental psychology and/or child study.
- Letter of Intent: applicants must submit a well-written letter of intent in which they highlight their research interests, provide some insight into the problem of practice they are currently wishing to address, and describe their professional experiences and how these relate to their research interests and proposed problem of practice.
- Normally applicants will have in-depth work experience (i.e., normally a minimum of 3 years of current or recent work experience) in an education-related field within a school or community setting. They should be able to identify how their work environment would be able to support and facilitate their research related to their problem of practice, which is a major outcome of this degree.
- A letter from an employer supporting the potential candidates goals and ability to conduct their applied research within the school or community setting is required.
- Applicants who hold an MEd or other non-thesis masters degree must submit evidence of their ability to identify a research question or problem, to design and conduct a research study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP) or Major Research Paper (MRP). Applicants who do not have a QRP or MRP must provide a writing sample that highlights their ability to write clearly and analytically about issues in education and/or child study. Examples include a single authored masters-level course paper, a policy document, or a professional publication.
- Normally, an interview is required prior to admission.

## Program Requirements

- **Coursework.** Students must complete a minimum of **4.0 full-course equivalents (FCEs)** as follows:
  - [APD3301H](#) *Issues in Child Study and Education: Research, Policy, and Problems of Practice (RM)* (0.5 FCE).
  - [APD3302H](#) *Advanced Study of Critical Issues in Special Education, Mental Health, and Child Security* (0.5 FCE).
  - [APD XXXXH](#) *Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-Driven Research for Decision-Making* (0.5 FCE) [pending approval].
  - [APD3304H](#) *Research Proposal Development (RM)* (0.5 FCE).
  - Two half courses (1.0 FCE) from one of the three emphases:
    - 1) Early Learning and Early Years; 2) Mental Health and

Wellbeing; or 3) Special Education. See details on each emphasis below.

- Research Methods course (select from the list of available research methods courses) (0.5 FCE).
- APD XXXXH *Decision-Making and Systems Change Theory* (0.5 FCE) [pending approval].
- Students will have successfully reached candidacy once their thesis committee is formed and formal approval of the thesis proposal has been given by the committee.
- The **thesis (Dissertation in Practice)** is the culminating component of the Doctor of Education degree in Child Study and Education that shall include an identification and investigation of a problem of practice, the application of theory and research to problems of practice and/or policy and a design for implementation of ideas arising. Specifically, the thesis (Dissertation in Practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within an education-related field, aimed at improving practice at local, regional, national, or international levels.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (Dissertation in Practice), are completed.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

4 years full-time

## Time Limit

6 years

# Child Study and Education EdD Emphases

## Emphasis: Early Learning and Early Years

This emphasis will allow students to take specialized courses which address social emotional wellbeing in the early years. This emphasis is designed to help students gain a deeper understanding and expertise in early learning and early years while also integrating their knowledge and understanding of special education, security, and child and youth wellbeing.

- **Coursework.** From the following course list, EdD students must successfully complete **1.0 full-course equivalent (FCE)**, which is counted towards the total FCEs required for the student's degree program:
  - [APD1211H](#), [APD1237H](#), [APD1249H](#), [APD1259H](#), [APD1272H](#), [APD1280H](#), [APD1286H](#), [APD1299H](#), [APD3203H](#), [APD3273H](#), [APD3272H](#).

Upon successful completion of the emphasis requirements and degree requirements, students may make a request to the CSE Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Mental Health and Wellbeing

This emphasis will allow students to take specialized courses which address the mental health of children and/or youth in various settings including the classroom as well as delve into issues of risk

and resilience and culture. This emphasis is designed to help students gain a deeper understanding of and expertise in special education, security, and child and youth wellbeing.

- **Coursework.** From the following course list, EdD students must successfully complete **1.0 full-course equivalent (FCE)**, which is counted towards the total FCEs required for the student's degree program:
  - [APD1236H](#), [APD1256H](#), [APD1279H](#), [APD1295H](#), [APD1297H](#), [APD3221H](#), [APD3232H](#), [APD5284Y](#).

Upon successful completion of the emphasis requirements and degree requirements, students may make a request to the CSE Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Special Education

This emphasis will allow students to take specialized courses that delve into specific domains of special education. This emphasis is designed to help students gain a deeper understanding of and expertise in special education while also considering issues pertaining to security and child and youth wellbeing.

- **Coursework.** From the following course list, EdD students must successfully complete **1.0 full-course equivalent (FCE)**, which is counted towards the total FCEs required for the student's degree program:
  - [APD1271H](#), [APD1284H](#), [APD1285H](#), [APD1296H](#), [APD2275H](#), [APD2296H](#), [APD3297H](#).

Upon successful completion of the emphasis requirements and degree requirements, students may make a request to the CSE Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## MA Courses

### Year 1 Required Courses

<a href="#">APD2200Y</a>	Child Study: Observation, Evaluation, Reporting, and Research
<a href="#">APD2201Y</a>	Childhood Education Seminar I
<a href="#">APD2210Y</a>	Introduction to Curriculum I: Core Areas
<a href="#">APD2220Y</a>	Teaching Practicum
<a href="#">APD2280Y</a>	Introduction to Special Education and Adaptive Instruction (Credit/No Credit)
Plus	PBI field only: <a href="#">APD1226H</a> Foundations in Inquiry and Data-Based Decision Making <b>or</b> RIT field only: <a href="#">APD1209H</a> Research Methods and Thesis Preparation in AP&HD
Plus	Three elective half courses to be completed during the Spring/Summer session.
Plus	Full-year religious education course (if interested in teaching in the Roman Catholic separate school board). This course does not count towards the Child Study and Education program requirements. There is a separate fee. Students interested in this option should contact the OISE Continuing and Professional Learning Office for course enrolment information.

**Note:** Students without an undergraduate course credit in child development must take APD1201H *Child and Adolescent Development* as one of their electives.

## Year 2 Required Courses

Registration in Year 2 is contingent upon successful completion of all Year 1 work.

### Academic Session

<u>APD2211H</u>	Theory and Curriculum I: Language and Literacy
<u>APD2212H</u>	Theory and Curriculum II: Mathematics
<u>APD2214H</u>	Curriculum and Pedagogies for Cross-Curricular Teaching (prerequisite: <u>APD2210Y</u> )
Plus	PBI field only: <u>APD2222H</u> Professional Practice Project: Role A and <u>APD2223H</u> Professional Practice Project: Role B or RIT field only: <u>APD2001Y</u> <sup>0</sup> Major Research Paper

### Internship Session

<u>APD2202H</u>	Childhood Education Seminar II: Advanced Teaching
<u>APD2221Y</u>	Advanced Teaching Practicum

In addition, students must demonstrate knowledge of the Acts and Regulations respecting education in Ontario (addressed in APD2202H).

## Recommended Elective Courses

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 needs education may consider Special Education as a focused area of study. Such students are strongly encouraged to complete two recommended Special Education electives beyond their core foundation course (APD2280Y).

### Early Childhood

Students interested in kindergarten programs may consider Early Childhood as a focused area of study. Such students are strongly encouraged to complete one or more recommended Early Childhood elective course plus an internship in a kindergarten class.

## Course List

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

<u>APD1201H</u>	Child and Adolescent Development
<u>APD1209H</u>	Research Methods and Thesis Preparation in AP&HD
<u>APD1211H</u>	Psychological Foundations of Early Development and Education
<u>APD1217H</u>	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention with Children

<u>APD1226H</u>	Foundations in Inquiry and Data-Based Decision Making
<u>APD1256H</u>	Child Abuse: Intervention and Prevention
<u>APD1259H</u>	Family Relationships with Early Childhood Services and Schools
<u>APD1271H</u>	Perspectives on Executive Functions in Education: From Theory to Practice
<u>APD1272H</u>	Play and Education
<u>APD1280H</u>	Symbolic Development and Learning
<u>APD1286H</u>	Foundations of Literacy Development for School Age Children
<u>APD1289H</u>	Multivariate Analysis with Applications
<u>APD1294H</u>	Technology, Psychology, and Play
<u>APD1296H</u>	Assessing School-Aged Language Learners
<u>APD1298H</u>	Imagination, Reasoning, and Learning
<u>APD1299H</u>	Language Acquisition and Development in Early Childhood
<u>APD2001Y</u> <sup>0</sup>	Major Research Paper
<u>APD2200Y</u>	Child Study: Observation, Evaluation, Reporting, and Research
<u>APD2201Y</u>	Childhood Education Seminar I
<u>APD2202H</u>	Childhood Education Seminar II: Advanced Teaching
<u>APD2210Y</u>	Introduction to Curriculum I: Core Areas
<u>APD2211H</u>	Theory and Curriculum I: Language and Literacy
<u>APD2212H</u>	Theory and Curriculum II: Mathematics
<u>APD2214H</u>	Curriculum and Pedagogies for Cross-Curricular Teaching (prerequisite: <u>APD2210Y</u> )
<u>APD2220Y</u>	Teaching Practicum
<u>APD2221Y</u>	Advanced Teaching Practicum
<u>APD2222H</u>	Professional Practice Project: Role A
<u>APD2223H</u>	Professional Practice Project: Role B
<u>APD2232H</u>	Consultation Skill Development for Educators
<u>APD2275H</u>	Technology for Adaptive Instruction and Special Education
<u>APD2280Y</u>	Introduction to Special Education and Adaptive Instruction (Credit/No Credit)
<u>APD2293H</u>	Interpretation of Educational Research
<u>APD2296H</u>	Reading and Writing Difficulties
<u>APD3203H</u>	Children's Theory of Mind
<u>APD5000H</u>	Special Topics in Applied Psychology and Human Development: Master's Level
<u>APD6000H</u>	Special Topics in Applied Psychology and Human Development: Doctoral Level
<u>JDS1249H</u>	Social-Emotional Development and Applications

## Individual Reading and Research Courses

<u>APD2252H</u>	Individual Reading and Research in Human Development and Applied Psychology: Master's Level
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<sup>0</sup> Course that may continue over a program. The course is graded when completed.

## EdD Courses

<u>APD1289H</u>	Multivariate Analysis with Applications (RM)
<u>APD3202H</u>	A Foundation of Program Evaluation in Social Sciences (RM)
<u>APD3301H</u>	Issues in Child Study and Education: Research, Policy, and Problems of Practice (RM)
<u>APD3302H</u>	Advanced Study of Critical Issues in Special Education, Mental Health, and Child Security (prerequisite: <u>APD3301H</u> )

APD XXXXH [pending approval]	Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-Driven Research for Decision-Making
APD3304H	Research Proposal Development (RM)
APD XXXXH [pending approval]	Decision-Making and Systems Change Theory
JOI1288H	Intermediate Statistics and Research Design (RM)
JOI3228H	Mixed Methods Research Design in Social Sciences (RM)
LHA1105H	Introduction to Qualitative Research: Part I (RM)

# Counselling and Clinical Psychology

## Overview

The Counselling and Clinical Psychology (CCP) program prepares students to be scientist-practitioners in the area of counselling and clinical psychology. The program provides students with a firm foundation in both research and clinical skills. Students develop an understanding and appreciation for the dialectical relationship between the scientific and professional practice of psychology. The MA and PhD degree programs are normally full-time programs. The CCP Program comprises two fields: (1) Clinical and Counselling Psychology (MA, PhD) offered by OISE; and (2) Clinical Psychology (MA, PhD) offered by the University of Toronto Scarborough (UTSC). The Clinical & Counselling Psychology (CCP) at OISE field is based on a biopsychosocial model with an emphasis on diversity and focuses on assessment and treatment of psychopathology in adults. The MA program fulfils the requirements of students who plan to apply to the PhD program. Training in the MA and PhD programs is sequential. The PhD Program is accredited by the Canadian Psychological Association and leads to registration with the College of Psychologists of Ontario.

## Master of Arts; Field: Clinical and Counselling Psychology

### Program Description

The **Counselling and Clinical Psychology program** offers studies leading to the MA and PhD degrees. It is offered by the graduate Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education (OISE), St. George campus, and the graduate Department of Psychological Clinical Science at the University of Toronto Scarborough (UTSC).

This graduate program is intended for students seeking to pursue careers in research, teaching, and clinical practice. At the time of application, students will be required to identify a preference for a specific field as well as for a potential supervisor with whom they would work if admitted to the program.

The program has two fields:

- Clinical and Counselling Psychology, offered primarily by OISE;
- Clinical Psychology, offered primarily by UTSC.

The **field in Clinical and Counselling Psychology** is offered primarily by the OISE Department of Applied Psychology and

Human Development. This field is based on a bio-psycho-social model with an emphasis on diversity. It shares an emphasis with the Clinical Psychology field on assessment and the treatment of psychopathology in adults.

This **MA program** is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario (CPO) as a Psychological Associate. It also fulfils the requirements of students who plan to apply to the PhD program, Clinical and Counselling Psychology field.

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

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second-, third-, and fourth-year levels).
- Scores on General and Subject tests of the Graduate Record Examination (GRE).
- A standing equivalent to a University of Toronto A or better in the final year.

### Program Requirements

- **Coursework.** Students must complete a total of **4.5 FCEs** as follows:
  - [APD1203Y<sup>+</sup>](#) *Practicum I: Interventions in Counselling Psychology and Psychotherapy* (1.0 FCE) (500 hours of practicum). MA students will attend a minimum of three colloquium presentations during their program, which partially fulfills the course requirements for [APD1203Y<sup>+</sup>](#).
  - 0.5 elective FCE.
  - [APD1208Y<sup>+</sup>](#) *Cognitive and Personality Theory and Assessment* (1.0 FCE).
  - [APD1219H](#) *Ethical Issues in Professional Practice in Psychology and Psychotherapy* (0.5 FCE).
  - [APD1228H](#) *Individual and Group Psychotherapy: Families and Couples Counselling* (0.5 FCE) **or** [APD1261H](#) *Group Work in Counselling and Psychotherapy* (0.5 FCE) (or an equivalent course).
  - [APD1263H](#) *Research Methods for Clinical and Counselling Psychology* (RM) (0.5 FCE).
  - [JOI1288H](#) *Intermediate Statistics and Research Design* (RM) (0.5 FCE).
- **Master's thesis.**
- **Full-time option:** Full-time, on-campus study is required from September to April, which represents the Fall and Winter sessions. Normally, 1.5 FCEs are taken in each of the Fall and Winter sessions and a maximum of 1.0 FCE in the Summer session. Under this option, it is expected that all degree requirements will be completed within two years.
- **Part-time option (for the 2021-22 academic year, admissions to the part-time option have been administratively suspended):** For this option, students can register as part-time students at the beginning of their program. However, they will be required to register as full-time students for one year of the

program. In this option, students will normally take 1.0 FCE annually during the beginning of their program and 1.5 FCEs in each of the Fall and Winter sessions in their year of full-time study. Once they have begun their last required course, they must register continuously and pay the part-time fees until all degree requirements have been completed. Under this option, it is expected that all degree requirements will be completed within two to three years, up to a maximum of six years.

## Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

*\*Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

# Doctor of Philosophy; Field: Clinical and Counselling Psychology

## Program Description

The **Counselling and Clinical Psychology program** offers studies leading to the MA and PhD degrees. It is offered by the graduate Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education (OISE), St. George campus, and the graduate Department of Psychological Clinical Science at the University of Toronto Scarborough (UTSC).

This graduate program is intended for students seeking to pursue careers in research, teaching, and clinical practice. At the time of application, students will be required to identify a preference for a specific field as well as for a potential supervisor with whom they would work if admitted to the program.

The program has two fields:

- Clinical and Counselling Psychology, offered primarily by OISE;
- Clinical Psychology, offered primarily by UTSC.

The **field in Clinical and Counselling Psychology** is offered primarily by the OISE Department of Applied Psychology and Human Development. This field is based on a bio-psycho-social model with an emphasis on diversity. It shares an emphasis with the Clinical Psychology field on assessment and the treatment of psychopathology in adults.

The principal aim of this **PhD program** is the development of research and theoretical knowledge in counselling and clinical psychology, assessment skills, and knowledge and training in professional issues. Students are expected to conduct advanced research and to develop professional knowledge and skills. Graduates will be prepared to assume a variety of positions in psychological teaching, research, and practice in universities, community settings and agencies offering psychological services, and in university or college counselling centres.

The Counselling and Clinical Psychology program offers both a full-time and flexible-time PhD, and progress in the program will be reviewed annually. The program in Clinical and Counselling Psychology at OISE was accredited by the Canadian Psychological Association (CPA) in 2015-2016 for a six-year term.

**For the 2021-22 academic year, admissions to the flexible-time PhD option have been administratively suspended.**

## PhD Program

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second-, third- and fourth-year levels), with a standing equivalent to a University of Toronto A or better in the final year.
- A University of Toronto MA degree in Clinical and Counselling Psychology with a grade of A or better, or its equivalent.

## Program Requirements

- **Coursework.** Students must complete a minimum of **5.5 FCEs** as follows:
  - 2.5 FCEs in Counselling and Psychotherapy:
    - [APD3215H Advanced Psychotherapy Seminar](#);
    - [APD3217Y<sup>+</sup> Advanced Practicum in Clinical and Counselling Psychology](#) (Credit/No Credit; 600-hour practicum); and
    - [APD3268Y Internship in Clinical and Counselling Psychology](#) (1,600-hour internship arrangements must be made in consultation with the Director of Clinical Training). PhD students will attend a minimum of six colloquium presentations during their program, which partially fulfills the course requirements for [APD3268Y](#).
  - 1.0 FCE in Psychology Measurement/Assessment and Diagnosis:
    - [APD3225H Assessment and Diagnosis of Personality and Psychopathology](#); and
    - [APD3260H Psychodiagnostic Systems](#).
  - 0.5 FCE in Supervision and Consultation:
    - [APD3261H<sup>+</sup> Clinical Supervision and Consultation Practicum](#).
  - 1.0 FCE in Advanced Research Methods:
    - [APD3202H A Foundation of Program Evaluation in Social Sciences \(RM\)](#); and
    - An advanced-level statistics course (in consultation with supervisors). Courses can be drawn from those offered at OISE or other Faculties with the permission of the instructor.
  - 0.5 FCE in History and Systems Psychology:
    - [APD3204H Contemporary History and Systems in Human Development and Applied Psychology](#).
- **Comprehensive examination:** In addition to normal course requirements, students will complete two comprehensive components. First, a manuscript for publication and presentation at a peer review conference, normally in Year 1 of the program. Second, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of Year 2 of full-time study.

- **Doctoral dissertation:** All students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation supervised by a full-time member of the Counselling and Clinical Psychology faculty. The content of such dissertation research may address theoretical issues applicable to clinical and 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 clinical and counselling psychology.
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

5 years

## Time Limit

6 years

*\* Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## PhD Program (Flexible-Time)

**For the 2021-22 academic year, admissions to the flexible-time PhD option have been administratively suspended.**

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second-, third- and fourth-year levels), with a standing equivalent to a University of Toronto A or better in the final year.
- A University of Toronto MA degree in Clinical and Counselling Psychology with a grade of A or better, or its equivalent.
- Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. Applicants should also demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements

- **Coursework.** Students must complete a minimum of **5.5 FCEs** as follows:
  - 2.5 FCEs in Counselling and Psychotherapy:
    - [APD3215H](#) *Advanced Psychotherapy Seminar*;
    - [APD3217Y](#)<sup>+</sup> *Advanced Practicum in Clinical and Counselling Psychology* (Credit/No Credit; 600-hour practicum); and
    - [APD3268Y](#) *Internship in Clinical and Counselling Psychology* (1,600-hour internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services). PhD students will attend a minimum

- of six colloquium presentations during their program, which partially fulfills the course requirements for [APD3268Y](#).
- 1.0 FCE in Psychology Measurement/Assessment and Diagnosis:
  - [APD3225H](#) *Assessment and Diagnosis of Personality and Psychopathology*; and
  - [APD3260H](#) *Psychodiagnostic Systems*.
- 0.5 FCE in Supervision and Consultation:
  - [APD3261H](#)<sup>+</sup> *Clinical Supervision and Consultation Practicum*.
- 1.0 FCE in Advanced Research Methods:
  - [APD3202H](#) *A Foundation of Program Evaluation in Social Sciences (RM)*; and
  - An advanced-level statistics course (in consultation with supervisors). Courses can be drawn from those offered at OISE or other Faculties with the permission of the instructor.
- 0.5 FCE in History and Systems Psychology:
  - [APD3204H](#) *Contemporary History and Systems in Human Development and Applied Psychology*.

- **Comprehensive examination:** In addition to normal course requirements, students will complete two comprehensive components. First, a manuscript for publication and presentation at a peer review conference, normally in Year 1 of the program. Second, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of Year 2 of full-time study.
- **Doctoral dissertation:** All students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation supervised by a full-time member of the Counselling and Clinical Psychology faculty. The content of such dissertation research may address theoretical issues applicable to clinical and 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 clinical and counselling psychology.
- Students must register continuously until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

6 years

## Time Limit

8 years

*\* Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## MA and PhD; Field: Clinical and Counselling Psychology Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

<a href="#">APD1202Y</a>	Theories and Techniques of Counselling and Psychotherapy
<a href="#">APD1203Y</a> <sup>+</sup>	Practicum I: Interventions in Counselling Psychology and Psychotherapy
<a href="#">APD1208Y</a> <sup>+</sup>	Cognitive and Personality Theory and Assessment



<a href="#">APD1219H</a>	Ethical Issues in Professional Practice in Psychology and Psychotherapy
<a href="#">APD1228H</a>	Individual and Group Psychotherapy: Families and Couples Counselling
<a href="#">APD1260H</a>	Family Therapy (exclusion: <a href="#">APD1261H</a> )
<a href="#">APD1261H</a>	Group Work in Counselling and Psychotherapy
<a href="#">APD1263H</a>	Research Methods for Clinical and Counselling Psychology (RM)
<a href="#">APD1267H</a>	Emotion-Focused Therapy (co-requisite: <a href="#">APD1202Y</a> ; exclusion: <a href="#">APD5004H</a> )
<a href="#">APD3202H</a>	A Foundation of Program Evaluation in Social Sciences (RM)
<a href="#">APD3204H</a>	Contemporary History and Systems in Human Development and Applied Psychology
<a href="#">APD3215H</a>	Advanced Psychotherapy Seminar
<a href="#">APD3217Y<sup>+</sup></a>	Advanced Practicum in Clinical and Counselling Psychology (Credit/No Credit)
<a href="#">APD3225H</a>	Assessment and Diagnosis of Personality and Psychopathology
<a href="#">APD3260H</a>	Psychodiagnostic Systems
<a href="#">APD3261H<sup>+</sup></a>	Clinical Supervision and Consultation Practicum (pre- or co-requisite: <a href="#">APD3217Y<sup>+</sup></a> )
<a href="#">APD3268Y</a>	Internship in Clinical and Counselling Psychology
<a href="#">APD5000H</a>	Special Topics in Applied Psychology and Human Development: Master's Level
<a href="#">APD6000H</a>	Special Topics in Applied Psychology and Human Development: Doctoral Level
<a href="#">JOI1287H</a>	Introduction to Applied Statistics (RM)
<a href="#">JOI1288H</a>	Intermediate Statistics and Research Design (RM)
<a href="#">JOI3048H</a>	Intermediate Statistics in Educational Research: Multiple Regression Analysis (RM)

## Individual Reading and Research Courses

<a href="#">APD2252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Masters Level
<a href="#">APD3252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

<sup>+</sup> *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## Psychological Clinical Science: Master of Arts; Field: Clinical Psychology

### Overview

**The field in Clinical Psychology** is offered primarily by the Department of Psychological Clinical Science at UTSC. Clinical Psychology at UTSC adheres to a Clinical Science model of training. Housed within the Graduate Department of Psychological Clinical Science, the primary and overriding objective of graduate training in Clinical Psychology at UTSC is to foster exceptional clinical scientists according to the highest standards of research and professional practice.

Graduate training in Clinical Psychology at UTSC has primary research strengths in the areas of: clinical and cognitive neuroscience, psychological assessment and clinical neuropsychology, psychopathology, personality, and mindfulness- and acceptance-based psychotherapies.

The field in Clinical Psychology adheres to a generalist model of training, with a primary focus on adults. A unifying theme of faculty research in Clinical Psychology at UTSC is to advance knowledge of the etiology and assessment and treatment of mental disorders. Instruction is provided in psychopathology, assessment, and intervention, and students are trained to practise with a variety of adult populations. The field also boasts strength in neuropsychology.

### Contact and Address

Web: [www.utoronto.ca/psych/clinical-psychology](http://www.utoronto.ca/psych/clinical-psychology)  
 Email: [clinical-psych@utsc.utoronto.ca](mailto:clinical-psych@utsc.utoronto.ca)  
 Telephone: (416) 208-4867

Graduate Department of Psychological Clinical Science  
 University of Toronto Scarborough (UTSC)  
 Science Wing, Room SW427D  
 1265 Military Trail  
 Toronto, Ontario M1C 1A4  
 Canada

### Program Description

The full-time, two-year MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and academic settings. This program enables students to apply for registration with the College of Psychologists of Ontario (CPO) as a Psychological Associate. It also meets the needs of students who plan to apply to the PhD program in Counselling and Clinical Psychology.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science's additional admission requirements stated below.
- An appropriate bachelor's degree from a recognized university with at least an A (or first-class standing) in the final two years of undergraduate study, and at least 4.0 to 6.0 full-course equivalents (FCEs) in psychology including statistics and some laboratory research experience. Students who are admitted to the program without 4.0 to 6.0 FCEs in required undergraduate coursework may be required to complete additional courses in the master's program. Applicants with a strong background in mathematics, computer science, statistics, biological science, or neuroscience are encouraged to apply.
- Competitive scores on General and Subject (Psychology) tests of the Graduate Record Examination (GRE).
- Two academic letters of reference.
- A personal statement.
- A curriculum vitae.
- Completion of the Psychological Clinical Science MA, PhD Program Faculty Selection Form
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application. See [General Regulations section 4.3](#) for requirements.

### Program Requirements

- **Coursework.** The Clinical Psychology field for the MA in Counselling and Clinical Psychology requires **5.0 full-course**

**equivalents (FCEs)** including an ethics course, practicum-based courses, a clinical practicum, and a thesis.

- 4.5 FCEs as follows:
  - **Year 1:** [CPS1601H Psychopathology](#) (0.5 FCE); [CPS1701H Psychological Assessment I](#) (0.5 FCE); [CPS1702H Psychological Assessment II](#) (0.5 FCE); [CPS1801H Psychotherapy](#) (0.5 FCE); and [CPS1901H Ethics](#) (0.5 FCE).
  - **Year 2:** [CPS1101H Clinical Research Design](#) (0.5 FCE); [CPS1102H Statistical Techniques I](#) (0.5 FCE); [CPS1802H Applied Interventions in Clinical Psychology](#) (0.5 FCE); [CPS1803H Practicum in Psychological Interventions](#) (0.5 FCE).
- 0.5 FCE: Students must complete a clinical practicum at a pre-approved placement site in the final Summer of the program ([CPS2999H Summer Practicum](#))
- **Research thesis** to be completed and orally defended in Year 2 of the program.

## Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S)

## Time Limit

3 years full-time

# Psychological Clinical Science: Doctor of Philosophy; Field: Clinical Psychology

## Overview

The **field in Clinical Psychology** is offered primarily by the Graduate Department of Psychological Clinical Science at UTSC. Clinical Psychology adheres to a Clinical Science model of training and the primary and overriding objective of graduate training is to foster exceptional clinical scientists according to the highest standards of research and professional practice. Graduate training in Clinical Psychology at UTSC has primary research strengths in the areas of: clinical and cognitive neuroscience, psychological assessment and clinical neuropsychology, psychopathology, personality, and mindfulness- and acceptance-based psychotherapies.

The field in Clinical Psychology adheres to a generalist model of training, with a primary focus on adults. A unifying theme of faculty research in Clinical Psychology at UTSC is to advance knowledge of the etiology and assessment and treatment of mental disorders. Instruction is provided in psychopathology, assessment, and intervention, and students are trained to practise with a variety of adult populations. The field also boasts strength in neuropsychology.

## Contact and Address

Web: [www.utoronto.ca/psych/clinical-psychology](http://www.utoronto.ca/psych/clinical-psychology)  
 Email: [clinical-psych@utoronto.ca](mailto:clinical-psych@utoronto.ca)  
 Telephone: (416) 208-4867

Graduate Department of Psychological Clinical Science  
 University of Toronto Scarborough (UTSC)  
 Science Wing, Room SW427D  
 1265 Military Trail

Toronto, Ontario M1C 1A4  
 Canada

## Program Description

The PhD program is designed for applicants interested in a career as a clinical psychologist based on a **Clinical Science** model of training. Graduate training in Clinical Psychology at UTSC prepares graduates primarily for research and clinical careers as clinical scientists in university and medical and psychological settings.

The field is distinguished by its innovative cross-disciplinary approach that emphasizes scientific innovation through novel research collaborations that push traditional boundaries in clinical psychology. Importantly, the program meets the needs of students who plan to engage in research, teaching, and/or evidence-based clinical practice. This program is intended to meet the registration requirements of the College of Psychologists of Ontario (CPO) at the doctoral level.

The Counselling and Clinical Psychology program (Clinical Psychology field) is offered on a full-time basis, and progress in the program will be reviewed annually.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- A master's degree in Clinical Psychology (or its equivalent) from a recognized university, with a minimum A average and excellent research performance.
- Competitive scores on General and Subject (Psychology) tests of the Graduate Record Examinations (GRE).
- Two academic letters of reference.
- A personal statement.
- A curriculum vitae.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application. See [General Regulations section 4.3](#) for requirements.

## Program Requirements

- The PhD program requires **5.5 full-course equivalents (FCEs)** including coursework, three clinical placements, plus a comprehensive examination, thesis proposal, thesis, and thesis defence:
  - 3.5 FCEs in coursework, normally completed by the end of Year 3 ([CPS1103H](#), [CPS1201H](#), [CPS1301H](#), [CPS1401H](#), [CPS2901H](#), [CPS2902H](#), and [CPS3901H](#)).
  - 2.0 FCEs in clinical work:
    - 1.0 FCE in two separate part-time clinical placements during Years 1 and 2 ([CPS3999H](#), [CPS4999H](#)).
    - 1.0 FCE in a one-year, full-time clinical internship at a Canadian Psychological Association- or American Psychological Association-accredited clinical setting (or equivalent), which normally takes place during Year 5 ([CPS5999Y](#)). Eligibility for the clinical internship will be assessed by the Director of Clinical Training (DCT) prior to Year 4 of the program.

- The **comprehensive examination** requirement consists of two mandatory components:
  - An oral examination focused on clinical expertise (normally completed in the Fall session of Year 2); and
  - A research-focused grant proposal (normally completed in the Fall session of Year 2).
  - A pass on both components is required for a student to continue on to PhD candidacy. Students who fail the oral exam will have the opportunity to retake the exam. Students who fail the grant proposal will have the opportunity to revise and resubmit. Students who fail either or both component(s) on the second attempt should consult the School of Graduate Studies [Academic Appeals Policy](#). If after the appeals process and second attempts at either or both component(s) result in a failure, the student will no longer be eligible to continue in the PhD program. Guidelines on the comprehensive requirement can be found in the PCS Graduate Handbook.
- **Thesis proposal**, normally approved prior to the start of Year 3 of the program.
- **Completed thesis**.
- Successful **defence of the thesis** at the Final Oral Examination.
- For students interested in acquiring additional clinical hours, the PhD program provides the following optional courses: [CPS6999H](#) and [CPS7999H](#). Please note that optional courses for the PhD must be approved by the faculty supervisor, the DCT, and the Graduate Chair prior to course enrolment.
- Supervisors will have annual meetings with students to assess academic progress and to develop plans of study. The DCT will also hold formal annual meetings with students to assess clinical and professional progress.
- The program length is five years, which includes a pre-doctoral internship.

## Program Length

5 years

## Time Limit

6 years

## Psychological Clinical Science: MA and PhD; Field: Clinical Psychology Courses

<a href="#">CPS1101H</a>	Clinical Research Design (exclusion: <a href="#">APD1263H</a> Research Methods for Clinical and Counselling Psychology)
<a href="#">CPS1102H</a>	Statistical Techniques I (exclusion: <a href="#">JOI1287H</a> Introduction to Applied Statistics)
<a href="#">CPS1103H</a>	Statistical Techniques II (exclusion: <a href="#">JOI1288H</a> Intermediate Statistics and Research Design)
<a href="#">CPS1201H</a>	Neurobiological Bases of Behaviour
<a href="#">CPS1209H</a>	Clinical Neuropsychology
<a href="#">CPS1301H</a>	Cognitive-Affective Bases of Behaviour
<a href="#">CPS1401H</a>	Social and Interpersonal Bases of Behaviour
<a href="#">CPS1501H</a>	Personality
<a href="#">CPS1601H</a>	Psychopathology (exclusion: <a href="#">APD3260H</a> Psychodiagnostic Systems)
<a href="#">CPS1701H</a>	Psychological Assessment I (exclusion: <a href="#">APD3224H</a> Individual Cognitive and Personality Assessment)

<a href="#">CPS1702H</a>	Psychological Assessment II
<a href="#">CPS1801H</a>	Psychotherapy (exclusion: <a href="#">APD1202Y</a> Theories and Techniques of Counselling and Psychotherapy)
<a href="#">CPS1802H</a>	Applied Interventions in Clinical Psychology (exclusion: <a href="#">APD1203Y</a> <sup>+</sup> Practicum I: Interventions in Counselling Psychology and Psychotherapy)
<a href="#">CPS1803H</a>	Practicum in Psychological Interventions (exclusion: <a href="#">APD1203Y</a> <sup>+</sup> Practicum I: Interventions in Counselling Psychology and Psychotherapy)
<a href="#">CPS1809H</a>	Clinical Psychopharmacology
<a href="#">CPS1810H</a>	Advanced Psychotherapy
<a href="#">CPS1901H</a>	Ethics (exclusion: <a href="#">APD1219H</a> Ethical Issues in Professional Practice in Psychology and Psychotherapy)
<a href="#">CPS2901H</a>	Practicum in Clinical Supervision
<a href="#">CPS2902H</a>	Quality Assurance and Consultation
<a href="#">CPS2999H</a>	Summer Practicum
<a href="#">CPS3801H</a>	Multi-Person Therapies (exclusions: <a href="#">APD1228H</a> Individual and Group Psychotherapy: Family and Couples Counselling, <a href="#">APD1260H</a> Family Therapy, and <a href="#">APD1261H</a> Group Work in Counselling and Psychotherapy)
<a href="#">CPS3901H</a>	The Historical and Scientific Foundations of Psychology (exclusion: <a href="#">APD3204H</a> Contemporary History and Systems in Human Development in Applied Psychology)
<a href="#">CPS3999H</a>	Clinical Placement I
<a href="#">CPS4999H</a>	Clinical Placement II
<a href="#">CPS5001H</a>	Directed Readings
<a href="#">CPS5002H</a>	Directed Readings
<a href="#">CPS5999Y</a>	Internship (exclusion: <a href="#">APD3268Y</a> Internship in Clinical and Counselling Psychology)
<a href="#">CPS6999H</a>	Clinical Placement III
<a href="#">CPS7999H</a>	Clinical Placement IV

# Counselling Psychology

## Overview

The Counselling Psychology (CP) program provides individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. The program provides students with theoretical and professional training in preparation for work in hospital, educational, mental health, private practice and other community settings. The CP program at OISE is renowned for excellence in professional training and its integration of diversity, equity and critical practice issues within the areas of psychotherapy and counsellor education. The program offers three fields: (1) Counselling & Psychotherapy (MEd, EdD), (2) Guidance & Counselling (MEd), and (3) Global Mental Health and Counselling Psychology (MEd). The Counselling and Psychotherapy field leads to registration with the College of Registered Psychotherapists of Ontario. All program fields are well-organized and present coherent areas of study and training opportunities for graduate students. Graduates of the program are successful in entering professional careers in diverse aspects of counselling, psychotherapy, and education.

# Master of Education; Field: Counselling and Psychotherapy

## Program Description

The **field in Counselling and Psychotherapy**, within the Counselling Psychology MEd degree program, provides individuals with the opportunity to learn and develop counselling skills appropriate for counselling individuals across a variety of work settings. Students are encouraged to tailor their courses and practicum learning experiences to meet their particular learning goals. Examples of the types of goals for which suitable programs of study could be developed include counselling and psychotherapy with adults, college and university students, or older adults: career counselling; multicultural counselling; and counselling and psychotherapy in community mental health and family service settings. The program of study provides students with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA) and as a Registered Psychotherapist with the College of Registered Psychotherapists of Ontario (CRPO).

The MEd program can be taken on a full-time or part-time basis.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below.
- An appropriate bachelor's degree of any background or discipline, with a grade equivalent to a University of Toronto B+ or better in the final year, from a recognized university.
- At least one year of relevant experience.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [APD1202Y Theories and Techniques of Counselling and Psychotherapy](#) (1.0 FCE).
  - [APD1203Y\\* Practicum I: Interventions in Counselling Psychology and Psychotherapy](#) (1.0 FCE). The practicum placement is the supervised training component of this course.
  - [APD1214H Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy](#) (0.5 FCE; prerequisite: [APD1202Y](#) and co-requisite: [APD1203Y\\*](#)).
  - [APD1219H Ethical Issues in Professional Practice and Psychotherapy](#) (0.5 FCE).
  - [APD1260H Family Therapy](#) (0.5 FCE) or [APD1261H Group Work in Counselling and Psychotherapy](#) (0.5 FCE).
  - 1.5 FCEs in electives. Recommended electives: one of [APD1266H Career Counselling and Development: Transition from School to Work](#) (0.5 FCE) or [APD1268H Career Counselling and Development: Transitions in Adulthood](#) (0.5 FCE).
- A **comprehensive examination.** Upon completion of program course requirements, students must pass a written comprehensive exam of selected topics from the program curriculum and training.
- Optional additional practicum, counted as one of the electives. Students may choose to complete a practicum ([APD1247H Practicum in Adult Counselling and Psychotherapy](#)) for an additional 250 hours of field placement concurrent with the required course ([APD1203Y\\* Practicum I: Interventions in Counselling Psychology and Psychotherapy](#)). Arrangements for

the practicum placement must be made in consultation with and the approval of the Director of Clinical Training. [Find out more about the practicum.](#)

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

\* *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

# Master of Education; Field: Global Mental Health and Counselling Psychology

## Program Description

The **field in Global Mental Health and Counselling Psychology**, within the Counselling Psychology MEd degree program, provides individuals with the opportunity to learn and develop skills appropriate for the field of mental health and counselling psychology. Students will be prepared to work in a variety of applied settings, including educational, vocational, and mental health globally. This degree program is ideally suited to students interested in an international perspective of mental health and counselling. This field will **not** lead to registration as a Certified Canadian Counsellor with the Canadian Counselling and Psychotherapy Association (CCPA), nor will it provide registration with the College of Registered Psychotherapists of Ontario (CRPO). This degree is cohort based and must be pursued **full-time**.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below.
- An appropriate bachelor's degree, with a grade equivalent to a University of Toronto B+ or better in the final year, from a recognized university.
- At least one year of relevant experience.
- Normally, an interview is required prior to admission.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [APD1902H Theories and Techniques of Counselling in a Global Context](#) (0.5 FCE).
  - [APD1219H Ethical Issues in Professional Practice in Psychology and Psychotherapy](#) (0.5 FCE).
  - [APD1228H Individual and Group Psychotherapy: Families and Couples Counselling](#) (0.5 FCE).
  - [APD1268H Career Counselling and Development: Transitions in Adulthood](#) (0.5 FCE).

- [APD1277H](#) *Global Indigenous Healing in Counselling and Psychotherapy* (0.5 FCE).
- [APD1278H](#) *Cognitive Therapy* (0.5 FCE).
- [APD1282H](#) *Introduction to Global Mental Health and Counselling Psychology* (0.5 FCE).
- [APD1283H](#) *Peer and Video-Based Counselling With Practicum Field-Based Learning in Global Mental Health* (0.5 FCE).
- [APD2293H](#) *Interpretation of Educational Research* (0.5 FCE).
- [APD5000H](#) *Special Topics in Applied Psychology and Human Development: Master's Level* (0.5 FCE).

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F)

## Time Limit

3 years full-time

# Master of Education; Field: Guidance and Counselling

## Program Description

The **field in Guidance and Counselling**, within the Counselling Psychology MEd degree program, provides individuals with the opportunity to learn and develop skills appropriate for the field of guidance and counselling in the schools. Strong preference for admission to this field is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides students with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA). The MEd program can be taken on a full-time or part-time basis.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below.
- An appropriate bachelor's degree, with a grade equivalent to a University of Toronto B+ or better in the final year, from a recognized university.
- Teacher certification.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [APD1202Y](#) *Theories and Techniques of Counselling and Psychotherapy* (1.0 FCE).
  - [APD1203Y\\*](#) *Practicum I: Interventions in Counselling Psychology and Psychotherapy* (1.0 FCE). The practicum placement is the supervised training component of this course.
  - [APD1214H](#) *Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy* (0.5 FCE); prerequisite: [APD1202Y](#) and co-requisite: [APD1203Y\\*](#).
  - [APD1219H](#) *Ethical Issues in Professional Practice in Psychology and Psychotherapy* (0.5 FCE).
  - [APD1260H](#) *Family Therapy* (0.5 FCE) or [APD1261H](#) *Group Work in Counselling and Psychotherapy* (0.5 FCE).

- [APD1262H](#) *Educational Psychological Testing for Counselling* (0.5 FCE).
- [APD1266H](#) *Career Counselling and Development: Transition from School to Work* (0.5 FCE).
- 0.5 FCE in electives.

- **A comprehensive examination.** Upon completion of program course requirements, students will take a comprehensive examination of selected topics from the program curriculum and training.
- **Optional additional practicum.** Students may choose to complete a practicum ([APD1247H](#) *Practicum in Adult Counselling and Psychotherapy*) for an additional 250 hours of field placement concurrent with the required course [APD1203Y\\*](#) *Practicum I: Interventions in Counselling Psychology and Psychotherapy*. Arrangements for the practicum placement must be made in consultation with and the approval of the Director of Clinical Training.

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

\* *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

# Doctor of Education; Field: Counselling and Psychotherapy

## Program Description

Counsellor training in this degree program emphasizes the role of the counsellor in educational and community settings with the goal of enhancing their expertise in their professional roles including supervisory and consultative skills and the advanced study of counselling theory and practice. Graduates will be prepared to take leadership positions in the field of counselling and psychotherapy; as educators in colleges and institutes of education; as directors and coordinators of school guidance programs; as specialists in the provision of counselling-related, in-service training for school and college personnel; and as providers of advanced levels of personal counselling in community and educational settings.

The field in Counselling and Psychotherapy will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. This professional doctorate is designed to prepare students to refine and build on professional knowledge and practice to support the development of scholar-practitioners to be leaders in their fields of professional practice.

The Doctor of Education (EdD) program is only available on a full-time basis. Students cannot transfer between the EdD and PhD programs.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the

additional admission requirements of the Department of Applied Psychology and Human Development stated below.

- Applicants must have the following to be admitted to the EdD program:
  - A **bachelor's degree**: an appropriate bachelor's degree of any background or discipline from a recognized university, with high academic standing.
  - A **master's degree**: an MA or MEd degree in Counselling Psychology or School and/or Clinical Child Psychology from the University of Toronto with a grade of B+ or better, or its equivalent from a recognized university. The applicant must have had successful professional experience and interest to increase and advance their knowledge of counselling and psychotherapy to become leaders in their fields. Applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research question or problem, to design and conduct a research study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP).

## Program Requirements

- **Coursework.** Students must take courses related to the development of advanced competence in counselling, psychotherapy, and mental health theory and practice and become sophisticated consumers of research in these and related fields. Students must complete a minimum of **5.5 full-course equivalents (FCEs)** including a practicum, internship, and thesis (dissertation in practice) as follows:
  - [APD3115H<sup>+</sup> Research Proseminar in Counselling and Psychotherapy](#) (0.5 FCE).
  - [APD3215H Advanced Psychotherapy Seminar](#) (0.5 FCE).
  - [APD3261H<sup>+</sup> Clinical Supervision and Consultation Practicum](#) (0.5 FCE).
  - [APD3217Y<sup>+</sup> Advanced Practicum in Clinical and Counselling Psychology](#) (1.0 FCE; Credit/No Credit): complete a 500-hour practicum before the Final Oral Examination.
  - [APD3270H EdD Internship](#) (0.5 FCE): complete 500 hours of internship, typically after the Final Oral Examination. All internship arrangements must be made in consultation with the Director of Clinical Training.
  - Three courses, one from each of the following three groupings:
    - [APD3178H Advanced Cognitive Behaviour Therapy](#) (0.5 FCE) or [APD3160H Advanced Family Therapy](#) (0.5 FCE)
    - [APD3260H Psychodiagnostic Systems](#) (0.5 FCE) or one elective in a special focus of interest (0.5 FCE)
    - [APD3202H A Foundation of Program Evaluation in Social Sciences \(RM\)](#) (0.5 FCE) or [JOI3228H Mixed Methods Research Design in Social Sciences \(RM\)](#) (0.5 FCE) or an equivalent course (with approval of the Program Chair).
  - In addition, students must take 1.0 FCE in their specific area of **focus**.
    - Option 1: Counselling and Psychotherapy for Adults
      - [APD3163H Advanced Multicultural Counselling and Psychotherapy](#) (0.5 FCE)
      - One elective in a special **focus** of interest (0.5 FCE)
    - Option 2: Counselling and Psychotherapy for Schools and Youth
      - [APD5284Y Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth, and Families](#) (1.0 FCE).
- **Optional additional practicum.** Students may choose to take an optional continuous practicum ([APD3271H<sup>0</sup> Additional PhD Practicum](#)) in conjunction with the required doctoral practicum course [APD3217Y<sup>+</sup> Advanced Practicum in Clinical and Counselling Psychology](#) (Credit/No Credit). [Find out more about the practicum.](#)
- **Thesis (dissertation in practice).** All students must complete a thesis (dissertation in practice), the aim of which is to ensure excellent knowledge of counselling and psychotherapy theory,

practice, and policy for professionals working with adults or children/youth to function as leading scholar-practitioners. The thesis (dissertation in practice) should be: a) well conceived, original, and likely to make a sustained contribution to mental health practice; b) involve creativity, innovative methods and techniques, and have the potential to improve practice; c) exemplary, sets high standards in the field, and can be emulated and; d) has the potential for significant public impact. The focus of the thesis (dissertation in practice) is expected to be on contributions to field development or to innovations in practice. The main criteria for evaluation will be those applied to creative professional activity. Students will defend their thesis (dissertation in practice) at a Final Oral Examination.

- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.

## Program Length

4 years full-time

## Time Limit

6 years full-time

<sup>0</sup> Course that may continue over a program. The course is graded when completed.

<sup>+</sup> Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

## MEd and EdD; Fields: Counselling and Psychotherapy; Global Mental Health and Counselling Psychology; Guidance and Counselling Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

<a href="#">APD1202Y</a>	Theories and Techniques of Counselling and Psychotherapy
<a href="#">APD1203Y<sup>+</sup></a>	Practicum I: Interventions in Counselling Psychology and Psychotherapy
<a href="#">APD1204H</a>	Personality Theories
<a href="#">APD1207H</a>	Counselling Topics in Sexual Orientation and Gender Identity Diversity
<a href="#">APD1214H</a>	Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy
<a href="#">APD1219H</a>	Ethical Issues in Professional Practice in Psychology and Psychotherapy
<a href="#">APD1228H</a>	Individual and Group Psychotherapy: Families and Couples Counselling
<a href="#">APD1229H</a>	Individual and Group Psychotherapy for Counselling
<a href="#">APD1245H</a>	Brief Strategies in Counselling and Psychotherapy
<a href="#">APD1247H</a>	Practicum in Adult Counselling and Psychotherapy
<a href="#">APD1252H</a>	Individual Reading and Research in Counselling Psychology: Master's Level
<a href="#">APD1260H</a>	Family Therapy (exclusion: <a href="#">APD1261H</a> )
<a href="#">APD1261H</a>	Group Work in Counselling and Psychotherapy

# Developmental Psychology and Education

## Overview

The Developmental Psychology & Education (DPE) program provides students with an overall perspective on developmental psychology, human development, and mental health by integrating theory and practice and exploring implications for practice with children in educational settings. Students take foundational courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; mental health in the classroom; 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. The full-time MA program is intended for students who wish to pursue a career in research, university or community college teaching, and related activities. The MEd program is designed for students working in the school system, early childhood education settings, or in settings with children or adults with learning disabilities. A PhD degree program, which emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education, may be taken full-time or on a flexible-time basis (for students in careers related to the field of study).

## Master of Arts

### Program Description

The Developmental Psychology and Education program offers studies leading to the MA, MEd, and PhD degrees. Students have an opportunity 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 in consultation with their advisor. 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 child care. The MA program is designed for students wishing to pursue an academic or research-based career.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree with the equivalent of a University of Toronto A or better. Although most applicants will have a degree in psychology, applicants with an appropriate bachelor's degree in cognitive science, computer science, linguistics, or a helping profession such as occupational therapy, speech-language pathology, physiotherapy, nursing, social work, or another discipline relevant to their specific program of study are also eligible to apply for admission.

<a href="#">APD1262H</a>	Educational and Psychological Testing for Counselling
<a href="#">APD1266H</a>	Career Counselling and Development: Transition from School to Work
<a href="#">APD1267H</a>	Emotion-Focused Therapy (co-requisite: <a href="#">APD1202Y</a> ; exclusion: <a href="#">APD5004H</a> )
<a href="#">APD1268H</a>	Career Counselling and Development: Transitions in Adulthood
<a href="#">APD1271H</a>	Perspectives on Executive Functions in Education: From Theory to Practice
<a href="#">APD1275H</a>	Special Topics in Counselling Psychology (Master's)
<a href="#">APD1277H</a>	Global Indigenous Healing in Counselling and Psychotherapy
<a href="#">APD1278H</a>	Cognitive Therapy
<a href="#">APD1282H</a>	Introduction to Global Mental Health and Counselling Psychology
<a href="#">APD1283H</a>	Peer and Video-Based Counselling With Practicum Field-Based Learning in Global Mental Health
<a href="#">APD1290H</a>	Indigenous Healing in Counselling and Psychoeducation
<a href="#">APD1902H</a>	Theories and Techniques of Counselling in a Global Context
<a href="#">APD2286H</a>	Global Indigenous Healing in Counselling and Psychotherapy
<a href="#">APD2291H</a>	Introduction to Global Mental Health and Counselling Psychology
<a href="#">APD2293H</a>	Interpretation of Educational Research
<a href="#">APD2298H</a>	Peer and Video-Based Counselling With Practicum Field-Based Learning in Global Mental Health
<a href="#">APD3115H</a> <sup>+</sup>	Research Proseminar in Counselling and Psychotherapy
<a href="#">APD3160H</a>	Advanced Family Therapy
<a href="#">APD3163H</a>	Advanced Multicultural Counselling and Psychotherapy
<a href="#">APD3178H</a>	Advanced Cognitive Behaviour Therapy
<a href="#">APD3202H</a>	A Foundation of Program Evaluation in Social Sciences (RM)
<a href="#">APD3215H</a>	Advanced Psychotherapy Seminar
<a href="#">APD3217Y</a> <sup>+</sup>	Advanced Practicum in Clinical and Counselling Psychology (Credit/No Credit)
<a href="#">APD3261H</a> <sup>+</sup>	Clinical Supervision and Consultation Practicum (pre- or co-requisite: <a href="#">APD3217Y</a> <sup>+</sup> )
<a href="#">APD3268Y</a>	Internship in Clinical and Counselling Psychology
<a href="#">APD3270H</a>	EdD Internship
<a href="#">APD3271H</a> <sup>0</sup>	Additional PhD Practicum
<a href="#">APD5000H</a>	Special Topics in Applied Psychology and Human Development: Master's Level
<a href="#">APD6000H</a>	Special Topics in Applied Psychology and Human Development: Doctoral Level
<a href="#">JOI3228H</a>	Mixed Methods Research Design in Social Sciences (RM)
<a href="#">JOI6000H</a>	Advanced Quantitative Research Methods Courses

## Individual Reading and Research Courses

<a href="#">APD2252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Master's Level
<a href="#">APD2252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

<sup>0</sup> Course that may continue over a program. The course is graded when completed.

<sup>+</sup> Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

## Program Requirements

- **Coursework.** Students must complete **2.0 full-course equivalents (FCEs)** as follows:
  - [APD1209H](#) *Research Methods and Thesis Preparation in Human Development and Applied Psychology* (0.5 FCE)
  - [JOI1288H](#) *Intermediate Statistics and Research Design (RM)* (0.5 FCE)
  - Two elective courses (1.0 FCE total) chosen in consultation with the student's advisor, which may include [APD2252H](#) *Individual Reading and Research* (0.5 FCE).
  - Students who have not taken a previous course in human development are required to take [APD1201H](#) *Child and Adolescent Development* (0.5 FCE) or an equivalent.
  - In addition to their required 2.0 FCEs, students who have not taken a previous course in statistics are required to take [JOI1287H](#) *Introduction to Applied Statistics* or an equivalent course.
- **Master's thesis**

## Program Length

3 sessions full-time (typical registration sequence: F/W/S)

## Time Limit

3 years full-time

## Master of Education

### Program Description

The Developmental Psychology and Education program offers studies leading to the MA, MEd, and PhD degrees. Students have an opportunity to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. The Master of Education (MEd) program is designed for the reflective teacher or other practitioner in education or related fields. This is a degree primarily designed for those working in applied settings and it does not require a research thesis.

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 child care.

The MEd program can be taken on a full-time or part-time basis.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the MEd program normally requires an appropriate bachelor's degree with standing equivalent to a University of Toronto mid-B or better.
- Applicants normally possess a teaching certificate and have at least one year of relevant professional experience.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [APD1200H](#) *Foundations of Human Development and Education* (0.5 FCE).
  - [APD2293H](#) *Interpretation of Educational Research* (0.5 FCE).
  - 2.0 additional FCEs must be selected from the department electives list, available on the [departmental website](#) or in the Applied Psychology and Human Development program guidelines.
  - The remaining 2.0 elective FCEs may be taken from within or outside the department. Elective courses must be chosen in consultation with the student's faculty advisor. Students are asked to meet with their faculty advisor in the first session of their program.

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## Doctor of Philosophy

### Program Description

The Developmental Psychology and Education program offers studies leading to the MA, MEd, and PhD degrees. Students have an opportunity 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 courses in human development and research methodology. Elective courses, chosen in consultation with their advisor, 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 child care. The PhD program is designed for students wishing to pursue an academic or research-based career.

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 interested in applying. The flexible-time PhD degree program is designed to accommodate demand by practising professionals for a PhD degree that permits continued employment in areas related to their fields of research. Degree requirements for the full-time and flexible-time options are the same.

PhD students have the option of completing an emphasis in Early Learning. Please see details below.

### PhD Program

### Minimum Admission Requirements



- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- Normally, an appropriate bachelor's degree and a master's degree in developmental psychology and education, cognitive psychology, applied developmental psychology, or child study, with standing equivalent to a University of Toronto A or better in the master's degree. Applicants with master's degrees in other disciplines such as adult education, anthropology, computer science, curriculum, philosophy, or a profession such as speech-language pathology, nursing, social work, physiotherapy, or occupational therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's-level requirements equivalent to the MA in Developmental Psychology and Education. Students who have not completed a master's thesis will be required to submit a Qualifying Research Paper (QRP) prior to final admission to the program.
- Required letters of recommendation and a second academic letter of recommendation.

## Program Requirements

- **Coursework.** Students must complete **2.0 full-course equivalents (FCEs)** as follows:
  - [APD3200H](#) *Research Proseminar in Human Development and Applied Psychology* (0.5 FCE).
  - 0.5 FCE in statistics and research methods from an approved menu.
  - 1.0 FCE in electives (2 X 0.5 FCE).
  - The 2.0 FCEs are normally completed in Year 1 and should be chosen in consultation with the faculty advisor. Students who have an insufficient background in developmental psychology may have to complete additional courses.
- **A comprehensive examination.**
  - The purposes of the comprehensive examination are threefold:
    - To demonstrate the students ability to work independently within an area of concern in human development.
    - To gain knowledge of a new area, a new technique or method in a specified area in human development.
    - To demonstrate the ability to integrate information at the accepted standard for a PhD student.
  - Students have two options when fulfilling their PhD comprehensive requirements:
    - Option 1: Empirical Research Paper or
    - Option 2: Internship.
- **A thesis and Doctoral Final Oral Examination.**
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time)

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- Normally, an appropriate bachelor's degree and a master's degree in developmental psychology and education, cognitive psychology, applied developmental psychology, or child study, with standing equivalent to a University of Toronto A- or better in the master's degree. Applicants with master's degrees in other disciplines such as adult education, anthropology, computer science, curriculum, philosophy, or a profession such as speech-language pathology, nursing, social work, physiotherapy, or occupational therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's-level requirements equivalent to the MA in Developmental Psychology and Education. Students who have not completed a master's thesis will be required to submit a Qualifying Research Paper (QRP) prior to final admission to the program.
- Required letters of recommendation and 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-time PhD should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements

- **Coursework.** Students must complete **2.0 full-course equivalents (FCEs)** as follows:
  - [APD3200H](#) *Research Proseminar in Human Development and Applied Psychology* (0.5 FCE).
  - 0.5 FCE in statistics and research methods from an approved menu.
  - 1.0 FCE in electives (2 X 0.5 FCE).
  - The 2.0 FCEs are normally completed in Year 1 and should be chosen in consultation with the faculty advisor. Students who have an insufficient background in developmental psychology may have to complete additional courses.
- **A comprehensive examination.**
  - The purposes of the comprehensive examination are threefold:
    - To demonstrate the students ability to work independently within an area of concern in human development.
    - To gain knowledge of a new area, a new technique or method in a specified area in human development.
    - To demonstrate the ability to integrate information at the accepted standard for a PhD student.
  - Students have two options when fulfilling their PhD comprehensive requirements:
    - Option 1: Empirical Research Paper or
    - Option 2: Internship.
- **A thesis and Doctoral Final Oral Examination.**
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

6 years

## Time Limit

8 years

## Developmental Psychology and Education PhD Emphasis

### Emphasis: Early Learning

Students interested in the Early Learning emphasis should consult with the Graduate Coordinator.

- Students wishing to complete the emphasis in Early Learning will include the following courses (**2.0 full-course equivalents [FCEs]**) in their overall PhD program:
  - [APD3200H](#) *Researching Proseminar in Human Development and Applied Psychology* (0.5 FCE).
  - [APD3273H](#) *Researching Early Learning* (0.5 FCE): an overview course of quantitative and qualitative methodology which meets the requirements of an intermediate or higher-level statistics course required of all Developmental Psychology and Education students).
  - [APD1211H](#) *Psychological Foundations of Early Development and Education* (0.5 FCE).
  - [APD3274H](#) *Early Learning and Thesis Development* (0.5 FCE).

## MA, MEd, and PhD Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

<a href="#">APD1200H</a>	Foundations of Human Development and Education
<a href="#">APD1201H</a>	Child and Adolescent Development (prerequisite: at least one of <a href="#">APD1233H</a> or <a href="#">APD1249H</a> , or permission of the instructor)
<a href="#">APD1206H</a>	Mind, Brain, and Instruction (prerequisite: at least one of <a href="#">APD1233H</a> or <a href="#">APD1249H</a> , or permission of the instructor; exclusion: <a href="#">APD5012H</a> )
<a href="#">APD1209H</a>	Research Methods and Thesis Preparation in Human Development and Applied Psychology
<a href="#">APD1210H</a>	Research Practicum (RM)
<a href="#">APD1211H</a>	Psychological Foundations of Early Development and Education
<a href="#">APD1213H</a>	Psychology and Education of Students with ADHD (prerequisite: at least one of <a href="#">APD1281H</a> , <a href="#">APD2280H</a> , or <a href="#">APD1297H</a> , or permission of the instructor; exclusion: <a href="#">APD5001H</a> )
<a href="#">APD1217H</a>	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention with Children
<a href="#">APD1231H</a>	Mindful Self-Compassion for Educators (exclusion: <a href="#">APD5018H</a> Special Topics in Applied Psychology and Human Development: Master's Level)
<a href="#">APD1233H</a>	Cognitive Development and Applications
<a href="#">APD1236H</a>	Developmental Psychopathology
<a href="#">APD1256H</a>	Child Abuse: Intervention and Prevention
<a href="#">APD1271H</a>	Perspectives on Executive Functions in Education: From Theory to Practice
<a href="#">APD1272H</a>	Play and Education
<a href="#">APD1280H</a>	Symbolic Development and Learning
<a href="#">APD1281H</a>	Education Exceptionalities, Special Education, and Adaptive Instruction

<a href="#">APD1286H</a>	Foundations of Literacy Development for School Age Children
<a href="#">APD1289H</a>	Multivariate Analysis with Applications
<a href="#">APD1290H</a>	Indigenous Healing in Counselling and Psychoeducation
<a href="#">APD1292H</a>	Instrument Design and Analysis
<a href="#">APD1294H</a>	Technology, Psychology, and Play
<a href="#">APD1295H</a>	Adolescent Mental Health: An Examination of Risk and Resilience (prerequisites: <a href="#">APD1249H</a> and <a href="#">APD1297H</a> )
<a href="#">APD1296H</a>	Assessing School-Aged Language Learners
<a href="#">APD1297H</a>	Mental Health in the Classroom: How Educators Can Help Our Most Vulnerable Students
<a href="#">APD1298H</a>	Imagination, Reasoning, and Learning
<a href="#">APD1299H</a>	Language Acquisition and Development in Early Childhood
<a href="#">APD2275H</a>	Technology for Adaptive Instruction and Special Education
<a href="#">APD2293H</a>	Interpretation of Educational Research
<a href="#">APD2296H</a>	Reading and Writing Difficulties
<a href="#">APD3200H</a>	Research Pro-seminar in Human Development and Applied Psychology
<a href="#">APD3203H</a>	Children's Theory of Mind
<a href="#">APD3273H</a>	Researching Early Learning: An Overview Course of Quantitative and Qualitative Methodology
<a href="#">APD3274H</a>	Early Learning and the Thesis
<a href="#">APD3275H</a>	International Policy Perspectives on Early Learning
<a href="#">APD5000H</a>	Special Topics in Applied Psychology and Human Development: Master's Level
<a href="#">APD6000H</a>	Special Topics in Applied Psychology and Human Development: Doctoral Level
<a href="#">JDS1249H</a>	Social-Emotional Development and Applications
<a href="#">JDS3000H</a>	Advanced Methods in Developmental Science
<a href="#">JOI1287H</a>	Introduction to Applied Statistics (RM)
<a href="#">JOI1288H</a>	Intermediate Statistics and Research Design (RM)

## Individual Reading and Research Courses

<a href="#">APD2252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Master's Level
<a href="#">APD3252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

# School and Clinical Child Psychology

## Overview

The School & Clinical Child Psychology (SCCP) program provides students with academic and professional training on psychological aspects of typical and atypical child, adolescent and human development in preparation for professional, policy and academic positions in school, hospital, mental health, private practice, policy, and research settings. The SCCP program is the only program in Canada accredited by the Canadian Psychological Association (CPA) to offer combined training in school and clinical child psychology and the only school psychology training program in Ontario. The program follows a scientist-practitioner model and is designed to train students to conduct basic and applied research and provide professional training in psychological assessment, therapy, and other psychosocial and instructional interventions, professional consultation, and prevention. The curriculum of the

SCCP program is designed to establish a strong foundation of core knowledge and skills at the MA level. Students build on this training at the PhD level. Students in SCCC are trained to become leaders in advanced psychology practice and research in schools, mental health, community, and university settings. The PhD degree is intended to meet the academic requirements for registration with the College of Psychologists of Ontario (CPO).

## Master of Arts

### Program Description

The mission of the School and Clinical Child Psychology (SCCP) program is to provide students with theoretical, research, and professional training in preparation for leadership in psychological practice with children, adolescents, and families in school, mental health, private practice, and research settings. The program follows a scientist-practitioner model and is designed to train students to conduct basic and applied research and provide professional training in psychological assessment, therapy, and other psychosocial and instructional interventions, professional consultation, and prevention.

Opportunities are available for research and professional work with infants, young children, adolescents, adults, and families. The degrees are intended to meet the academic requirements of the College of Psychologists of Ontario (CPO) for registration as a Psychological Associate (MA) or Psychologist (PhD).

The curriculum of the SCCC 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.

A systemic approach is the basis for the training that is provided in assessment and intervention. The knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and 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.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree in psychology, defined as 6.0 full-course equivalents (FCEs) in psychology, including 0.5 FCE in child development and 1.0 FCE in research methods/statistics (of which at least 0.5 FCE must be at the third or fourth-year levels) and at least 3.0 FCEs at the second, third-, or fourth-year levels. The usual admission standard is equivalency to a University of Toronto A or better.
- Most applicants will have evidence of relevant professional experience and research experience.
- Applicants are requested to submit, in addition to two academic references, a letter of recommendation from an applied setting.

### Program Requirements

- **Coursework.** Students must complete **5.0 FCEs** (including a practicum course) and a thesis.
  - [APD1205H Ethical Issues in Applied Psychology](#) (0.5 FCE).

- [APD1215H Psychological Assessment of School-Aged Children](#) (0.5 FCE).
- [APD1216H Psychoeducational Assessment](#) (0.5 FCE).
- [APD1218H Seminar and Practicum in School-Based Assessment, Consultation, and Intervention](#) (0.5 FCE). The practicum portion consists of 250 hours (one day a week from September to June) and is normally taken in a school setting.
- [APD1222H Approaches to Psychotherapy-Lifespan](#) (0.5 FCE).
- [APD1236H Developmental Psychopathology](#) (0.5 FCE).
- [APD1285H Psychology and Education of Children with Learning Disabilities](#) (0.5 FCE).
- [JOI1288H Intermediate Statistics and Research Design \(RM\)](#) (0.5 FCE).
- [APD3240H Advanced Social and Emotional Assessment Techniques](#) (0.5 FCE).
- 0.5 FCE in Cognitive/Affective bases of behaviour from an approved course listing. Note: Students who have a 1.0 FCE in Cognitive/Affective bases of behaviour at the senior undergraduate level approved by the program may substitute an elective course for this requirement or a course in the Biological Bases of Behaviour or Social Bases of Behaviour menus, or [APD3204H, Contemporary History and Systems in Human Development and Applied Psychology](#).
- **Thesis.**
- A listing of approved Cognitive/Affective, Social, and Biological bases of behaviour courses is available on the [departmental website](#) and in the Applied Psychology and Human Development program guidelines.
- In addition to the above course requirements, students who have not taken a previous child development course in their undergraduate degree program will be required to take [APD1201H Childhood and Adolescent Development](#).
- Students who have not taken a previous statistics course or its equivalent must take [JOI1287H Introduction to Applied Statistics \(RM\)](#).
- Students must achieve a minimum of A in at least one of [APD1215H Psychological Assessment of School-Aged Children](#) and [APD1216H Psychoeducational Assessment](#), and must complete [APD1218H Seminar and Practicum in School-Based Assessment, Consultation, and Intervention](#) in order to remain in good standing and be permitted to continue in the program.
- Failure to meet these criteria will normally result in a recommendation to the School of Graduate Studies to terminate the student's registration in the program.

### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S)

### Time Limit

3 years full-time

## Doctor of Philosophy

### Program Description

The mission of the School and Clinical Child Psychology (SCCP) program is to provide students with theoretical, research, and professional training in preparation for leadership in psychological practice with children, adolescents, and families in school, mental health, private practice, and research settings. The program follows a scientist-practitioner model and is designed to train students to conduct basic and applied research and provide professional training in psychological assessment, therapy, and other

psychosocial and instructional interventions, professional consultation, and prevention.

Opportunities are available for research and professional work with infants, young children, adolescents, adults, and families. The degrees are intended to meet the academic requirements of the College of Psychologists of Ontario (CPO) for registration as a Psychological Associate (MA) or Psychologist (PhD).

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.

A systemic approach is the basis for the training that is provided in assessment and intervention. The knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and 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.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- Normally, an appropriate bachelor's degree in psychology or its equivalent and a University of Toronto MA in School and Clinical Child Psychology or its equivalent. The usual admission standard is equivalency to a University of Toronto A or better in the master's degree. A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in psychology from elsewhere may be considered. However, if the master's program 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.
- Cognate course requirements. 1.0 full-course equivalent (FCE) at the senior undergraduate level, or 0.5 FCE at the graduate level, in each of the following cognate areas: Biological Bases of Behaviour, Cognitive/Affective Bases of Behaviour, Social Bases of Behaviour, and History and Systems of Psychology.

## Program Requirements

- Students must complete **5.5 FCEs**, including a doctoral practicum course and an internship course, as follows:
  - [APD3202H](#) *A Foundation of Program Evaluation in Social Sciences (RM)* (0.5 FCE).
  - [APD3222H](#) *Approaches to Psychotherapy Across the Lifespan* (0.5 FCE), normally taken in Year 1.
  - [APD3241H<sup>+</sup>](#) *Seminar and Practicum in Clinical Assessment and Intervention*, normally taken in Year 2. The practicum portion of [APD3241H<sup>+</sup>](#) consists of 500 hours (two days a week from September to June) and is normally taken in a clinical setting. Students must complete [APD3241H<sup>+</sup>](#) in order to remain in good standing and be permitted to continue in the program.
  - [APD3260H](#) *Psychodiagnostic Systems* (0.5 FCE).
  - [APD5284Y<sup>\\*</sup>](#) *Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth, and Families* (1.0 FCE).
  - 0.5 FCE from the Psychosocial Interventions course menu:
    - [APD3224H](#) *Advanced Proactive Behavioural and Cognitive-Behavioural Interventions<sup>\*</sup>* or
    - [APD3231H](#) *Psychodynamic Bases of Therapy<sup>\*</sup>*.
    - <sup>\*</sup> Note: each course is offered every other year. Students interested in other courses that may fulfil the

Psychosocial Interventions requirement must receive approval from the SCCP Program Coordinator.

- 1.0 elective FCE.
- [APD3242Y](#) *Internship in School and Clinical Child Psychology* (1.0 FCE). The internship consists of a 1,600-hour placement, normally taken on a full-time basis over the course of a year in the final year of the student's program.
- A **comprehensive examination**. The purpose of the SCCP comprehensive examination is to:
  - Ensure an adequate level of psychological knowledge for professional functioning as a practitioner, academic, and/or researcher.
  - Demonstrate an ability to integrate information at the accepted standard for a doctoral student.
- A **doctoral dissertation**.
- Students must have successfully completed all coursework, passed the comprehensive examination, and have their dissertation completed or well underway, prior to commencing their internship.
- For each missing **cognate course requirement** (see Cognitive/Affective, Social, or Biological Bases of Behaviour; Admission Requirements above), students are required to take a 0.5 FCE course from the applicable course menu, which can be found on the [departmental website](#) and in the Applied Psychology and Human Development program guidelines. Students may use their elective course to cover one of these requirements.
- In addition to the above course requirements, students who have not taken a previous child development course must take [APD1201H](#) *Childhood and Adolescent Development*. Students who have not taken a previous statistics course or its equivalent must take [JO11287H](#) *Introduction to Applied Statistics* (RM).
- Students must complete [APD3241H<sup>+</sup>](#) *Seminar and Practicum in Clinical Assessment and Intervention* in order to remain in good standing and be permitted to continue in the program.
- Students who are required to take [APD1215H](#), [APD1216H](#), and [APD1218H](#) in addition to other courses in the PhD (which is the case for most students coming into the program from elsewhere) must achieve a minimum of A- in at least one of [APD1215H](#) *Psychological Assessment of School-Aged Children* and [APD1216H](#) *Psychoeducational Assessment*, and must complete [APD1218H<sup>+</sup>](#) *Seminar and Practicum in School-Based Assessment, Consultation, and Intervention* in order to remain in good standing and be permitted to continue in the program. Failure to meet these criteria will normally result in a recommendation to the School of Graduate Studies to terminate the students registration in the program.
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.

## Program Length

5 years full-time

## Time Limit

6 years full-time

<sup>\*</sup> *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## MA and PhD Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

<a href="#">APD1202Y</a>	Theories and Techniques of Counselling and Psychotherapy
<a href="#">APD1205H</a>	Ethical Issues in Applied Psychology
<a href="#">APD1207H</a>	Counselling Topics in Sexual Orientation and Gender Identity Diversity
<a href="#">APD1215H</a>	Psychological Assessment of School-Aged Children
<a href="#">APD1216H</a>	Psychoeducational Assessment
<a href="#">APD1217H</a>	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention with Children
<a href="#">APD1218H<sup>+</sup></a>	Seminar and Practicum in School-Based Assessment, Consultation, and Intervention
<a href="#">APD1222H</a>	Approaches to Psychotherapy-Lifespan
<a href="#">APD1228H</a>	Individual and Group Psychotherapy: Families and Couples Counselling
<a href="#">APD1233H</a>	Cognitive Development and Applications
<a href="#">APD1236H</a>	Developmental Psychopathology
<a href="#">APD1245H</a>	Brief Strategies in Counselling and Psychotherapy
<a href="#">APD1251H</a>	Reading in a Second Language
<a href="#">APD1256H</a>	Child Abuse: Intervention and Prevention
<a href="#">APD1271H</a>	Perspectives on Executive Functions in Education: From Theory to Practice
<a href="#">APD1285H</a>	Psychology and Education of Children with Learning Disabilities
<a href="#">APD1290H</a>	Indigenous Healing in Counselling and Psychoeducation
<a href="#">APD1291H</a>	Addictive Behaviours: Approaches to Assessment and Intervention
<a href="#">APD1295H</a>	Adolescent Mental Health: An Examination of Risk and Resilience (prerequisites: <a href="#">APD1249H</a> and <a href="#">APD1297H</a> )
<a href="#">APD1299H</a>	Language Acquisition and Development
<a href="#">APD3202H</a>	A Foundation of Program Evaluation in Social Sciences (RM)
<a href="#">APD3204H</a>	Contemporary History and Systems in Human Development and Applied Psychology
<a href="#">APD3221H</a>	Cross-Cultural Perspectives on Children's Problems
<a href="#">APD3222H</a>	Approaches to Psychotherapy Across the Lifespan
<a href="#">APD3224H</a>	Advanced Proactive Behavioural and Cognitive-Behavioural Interventions
<a href="#">APD3231H</a>	Psychodynamic Bases of Therapy
<a href="#">APD3240H</a>	Advanced Social and Emotional Assessment Techniques
<a href="#">APD3241H<sup>+</sup></a>	Seminar and Practicum in Clinical Assessment and Intervention
<a href="#">APD3242Y</a>	Internship in School and Clinical Child Psychology
<a href="#">APD3243H</a>	Additional PhD Practicum in Assessment and Intervention
<a href="#">APD3255H</a>	Systemic Family Therapy
<a href="#">APD3260H</a>	Psychodiagnostic Systems
<a href="#">APD3286H</a>	Developmental Neuropsychology
<a href="#">APD5000H</a>	Special Topics in Applied Psychology and Human Development: Master's Level
<a href="#">APD6000H</a>	Special Topics in Applied Psychology and Human Development: Doctoral Level
<a href="#">APD5284Y<sup>+</sup></a>	Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth, and Families
<a href="#">JDS1233H</a>	Cognitive Development and Applications
<a href="#">JOI1287H</a>	Introduction to Applied Statistics (RM)
<a href="#">JOI1288H</a>	Intermediate Statistics and Research Design (RM)

## Individual Reading and Research Courses

<a href="#">APD2252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Master's Level
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<a href="#">APD3252H</a>	Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level
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<sup>+</sup> *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## Applied Psychology and Human Development Courses

### APD1200H - Foundations of Human Development and Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

### APD1201H - Child and Adolescent Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

### APD1202Y - Theories and Techniques of Counselling and Psychotherapy

**Credit Value:** 1.00  
**Hours:** TBA

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take APD1202Y concurrently with APD1203Y. Counselling students will have priority for enrolment in this course.

**Method of Delivery:** In Class

### APD1203Y - Practicum I: Interventions in Counselling Psychology and Psychotherapy

**Credit Value:** 1.00

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, M.Ed. 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.

**Prerequisite:** [APD1202Y](#), for Counselling students only. Full-time Counselling students may take [APD1203Y](#) concurrently with [APD1202Y](#).

**Method of Delivery:** In Class

## APD1204H - Personality Theories

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1205H - Ethical Issues in Applied Psychology

**Credit Value:** 0.50  
**Hours:** TBA

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 practised with a variety of case examples in the context of small- and large-group discussion.

**Method of Delivery:** In Class

## APD1206H - Mind, Brain, & Instruction

**Credit Value:** 0.50  
**Hours:** 36L

The aim of this course is to provide a graduate level overview of a rapidly emerging field of research and application: Mind Brain and Education, also called Science of Learning, or Educational Neuroscience. The goal of this field is to bring together the theories, findings and methodologies of cognitive science, developmental science, education and neuroscience to understand the human mind/brain and its development and to devise effective ways to support learning and education.

**Prerequisite:** MEd students must have at least one of [APD1233H](#) or [APD1249H](#), or permission of instructor.

**Exclusion:** [APD5012H](#)

**Method of Delivery:** In Class

## APD1207H - Counselling Topics in Sexual Orientation and Gender Identity Diversity

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1209H - Research Methods and Thesis Preparation in Human Development and Applied Psychology

**Credit Value:** 0.50  
**Hours:** TBA

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).

**Method of Delivery:** In Class

## APD1210H - Research Practicum RM

**Credit Value:** 0.50

**Hours:** TBA

This research practicum-based course is designed to give students an opportunity to work closely with faculty on a research project. Students attend classes and colloquium presentations where they discuss the nature and range of current research in applied psychology, education, and human development. They are also linked with a faculty member in the department and work in their research lab on a project. Research work in the lab includes attending research meetings and may include a range of different research activities such as data collection, coding, and analyses. All students also have the opportunity to conduct a review of literature, pose and defend a research question, use data available from the faculty member's research lab to explore this question, and present results of this work as a research poster or a manuscript-style paper.

**Method of Delivery:** In Class

## APD1211H - Psychological Foundations of Early Development and Education

**Credit Value:** 0.50

**Hours:** TBA

This course examines research on the psychological foundations of early development and relates those foundations to programs and policy in the preschool and primary years. The course follows an ecological framework beginning with child and family factors that affect development (brain development, coping and competence) then moves to relationships among families and services (child care, school) and finally considers broad factors such as adversity, resilience, culture and policy. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and consequences of early learning.

**Method of Delivery:** Online, In Class

## APD1213H - Psychology & Education of Students with ADHD

**Credit Value:** 0.50

**Hours:** 36L

This course focuses on attention-deficit/hyperactivity disorder (ADHD) and evidence-based approaches for its assessment, diagnosis, and intervention, with an emphasis on ADHD in educational settings. The course has three major sections. In the first section, we will cover the foundations of ADHD, including historical changes in the conceptualization of ADHD, core characteristics, developmental changes in its clinical manifestation (particularly in the educational setting), its current neuroscientific understanding and life-span impairments in cognitive, academic, social and family functioning. In the second section, we will explore issues and practices around assessment and diagnosis of ADHD from both medical/clinical and educational perspectives, to understand on-going controversies and delineate best practices. The

third section of the course will focus on evidence-based interventions (medical, cognitive, educational), with emphasis on school-based, class-wide approaches, and educational accommodations.

**Prerequisite:** DPE MEd students must have at least one of [APD1281H/APD2280H](#) or [APD1297H](#) or permission of instructor.

**Exclusion:** [APD5001H](#)

**Method of Delivery:** In Class

## APD1214H - Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy

**Credit Value:** 0.50

**Hours:** TBA

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:** [APD1202H](#)

**Corequisite:** [APD1203Y](#)

**Method of Delivery:** In Class

## APD1215H - Psychological Assessment of School-Aged Children

**Credit Value:** 0.50

**Hours:** TBA

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. Pre-requisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course APD1216H

**Method of Delivery:** In Class

## APD1216H - Psychoeducational Assessment

**Credit Value:** 0.50

**Hours:** TBA

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 [APD1215H](#).

**Method of Delivery:** In Class

## APD1217H - Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1218H - Seminar and Practicum in School Based Assessment, Consultation and Intervention (Pass/Fail)

**Credit Value:** 0.50  
**Hours:** TBA

This course supports and monitors the development of students' clinical skills (assessment, consultation and intervention) in their 250 hour-field placement in a school setting. Seminars are typically scheduled on alternate weeks for the academic year. They focus on issues related to working as a psychologist in school settings including the school context, psychological assessment, individual and cultural diversity, consultation, prevention, and mental health intervention. The seminars will include explicit teaching of behavioural observation, interviewing and consultation skills.

**Prerequisite:** [APD1205H](#), [APD1215H](#), [APD1216H](#), or equivalent.  
**Method of Delivery:** In Class

## APD1219H - Ethical Issues in Professional Practice in Psychology and Psychotherapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## APD1222H - Approaches to Psychotherapy Across the Lifespan

**Credit Value:** 0.50  
**Hours:** TBA

This course introduces the major theories of psychotherapy with children and adults including cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.

**NOTE:** Targeted to School and Clinical Child Psychology students. Others by permission of instructor. DPE MEd students interested in this course must have pre-requisite course [APD1297H](#), prior experience in therapeutic work with children and youth, and permission of instructor.

**Recommended Preparation:** Must have some past experience in a helping/counselling role.

**Method of Delivery:** In Class

## APD1226H - Foundations in Inquiry and Data-Based Decision Making

**Credit Value:** 0.50  
**Hours:** TBA

This course provides students with an introduction to the role of inquiry in teacher learning and professional development with a particular emphasis on the role of collaborative inquiry models in this process. Students will develop an understanding of the cycle of inquiry and how to engage in inquiry of their own professional practice. They will develop their understanding of how to use a broad range of data sources to inform their understanding of key issues and questions embedded in the classroom and school context. Students will also gain insight into core principles of data-based decision making and its role in classroom instruction and the development of effective learning environments.

**Method of Delivery:** In Class

## APD1227Y - Professional Practice Project

**Credit Value:** 1.00  
**Hours:** TBA

Through a guided experience based on their school internships, students will implement the professional learning cycle in authentic contexts of practice to complete a professional practice project. The course is grounded in two of the Ontario College of Teachers Standards of Practice: Ongoing Professional Learning and Leadership in Learning Communities. Students will gain experience as "activators" of their own continuous professional learning processes as they work to improve their practice as beginning



teachers, and as "facilitators" who actively create the conditions for the impactful professional learning of others.

**Prerequisite:** APD1226  
**Method of Delivery:** In Class

## APD1228H - Individual and Group Psychotherapy: Family and Couples Counselling

**Credit Value:** 0.50  
**Hours:** TBA

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

**Method of Delivery:** In Class

## APD1231H - Mindful Self-Compassion for Educators

**Credit Value:** 0.50  
**Hours:** 36L

This experiential course explores the concepts underlying mindful self-compassion and their application to education. We will engage in various mindful self-compassion exercises to gain direct insight on the benefits these experiences can have on teacher well-being. From this gained insight, we will examine how mindfulness and self-compassion can be integrated into the curriculum and contribute to both children's individual emotional well-being as well as to the creation of a positive learning community in the classrooms that we teach in.

**Exclusion:** [APD5018H](#)  
**Method of Delivery:** In Class

## APD1233H - Cognitive Development and Applications

**Credit Value:** 0.50  
**Hours:** TBA

This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Major theories of cognitive development will be explored. We cover both classic and current experimental findings, and on how they address centuries-old debates surrounding the origin and nature of human knowledge. 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.

**Method of Delivery:** In Class

## APD1236H - Developmental Psychopathology

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1238H - Special Topics in Human Development and Applied Psychology: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## APD1245H - Brief Strategies in Counselling and Psychotherapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1247H - Practicum in Adult Counselling and Psychotherapy (Pass/Fail)

**Credit Value:** 0.50  
**Hours:** TBA

This course must be taken in conjunction with APD1203Y 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.

**Method of Delivery:** In Class

## **APD1249H - Social-Emotional Development and Applications**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## **APD1251H - Reading in a Second Language**

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide the student with a better understanding of current theoretical and applied issues in reading in a second language (L2). A cognitive-developmental approach will be used to examine topics such as: the development of L2 basic reading and spelling skills, the role of L2 oral proficiency in reading, comprehension related processes, the role of background knowledge, text structure and cultural background, sources of individual and developmental differences, and reading disability. Students will be encouraged to develop their own research and/or applied questions/projects. The course will be conducted in a seminar format. A different topic will be discussed each week. Key issues pertaining to research methodology and data analysis will be addressed as needed.

**Prerequisite:** MEd and EdD students must have at least one of APD1233 or APD1249, or permission of instructor.

**Exclusion:** JHC1251H

**Method of Delivery:** In Class

## **APD1252H - Individual Reading and Research in Counselling Psychology: Master's Level**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **APD1253H - Feminist Issues in Counselling Psychology and Psychotherapy**

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## **APD1256H - Child Abuse: Intervention and Prevention**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **APD1259H - Child and Family Relationships - Implications for Education**

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## **APD1260H - Family Therapy**

**Credit Value:** 0.50  
**Hours:** TBA

This is an introductory course intended to provide students an overview in the clinical application of evidence based practice in Family Therapy grounded in the systemic conceptual frameworks. Several family therapy models (e.g. Bowenian multi-generational Family Therapy, Milan Systemic Family Therapy, Strategic Family Therapy, Structural Family Therapy, Behavioral Family Therapy, Narrative Therapy) will be presented. The significance of family work in the clinical practice of psychology has gained substantial recognition in recent years. Family Psychology is accorded divisional status (Division 43) by the American Psychological Association (APA) and is classified as one of the clinical specialty areas by the American Board of Professional Psychology (ABPP).

**Exclusion:** APD1261H Group Work in Counselling and Psychotherapy

**Method of Delivery:** In Class

## APD1261H - Group Work in Counselling and Psychotherapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1262H - Educational and Psychological Testing for Counselling

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1263H - Research Methods for Clinical and Counselling Psychology [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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. (Limited to Counselling Psychology for Psychology Specialists students.)

**Method of Delivery:** In Class

## APD1265H - Social and Personality Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1266H - Career Counselling and Development: Transition from School to Work

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1267H - Emotion-focused Therapy

**Credit Value:** 0.50  
**Hours:** 36L

This course is an introduction to the theory and practice of emotion-focused psychotherapy. The theoretical underpinnings and historical development of emotion-focused psychotherapy will be presented along with the practical application of the approach to facilitate clients' emotional processing in the session. Students will be introduced to different ways of working with emotion using empathic reflections, focusing, exploratory tasks, and chair-dialogues. The role of the therapeutic relationship will be emphasized and specific emotional processing tasks will be explored. Students will receive three hours of instruction once a week consisting of lectures, video presentations, demonstrations, and in-vivo exercises. Students are expected to engage in in-vivo counselling exercises with their peers during class time under the supervision of the instructor. By the second class, students will be expected to form small process learning groups within which they will have the opportunity to experiment with different roles as counsellor, client and observer to practice using emotion focused and experiential techniques.

**Corequisite:** [APD1202Y](#)

**Exclusion:** [APD5004H](#)

**Method of Delivery:** In Class

## APD1268H - Career Counselling and Development: Transitions in Adulthood

**Credit Value:** 0.50  
**Hours:** TBA

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 U of T graduate degree program. Others by permission of instructor.

**Method of Delivery:** In Class

## APD1271H - Perspectives on Executive Functions in Education: From Theory to Practice

**Credit Value:** 0.50  
**Hours:** TBA

This course provides graduate students with an introduction to the topic of executive functions. The course enables students to better understand theoretical models of executive functions, executive function development, the associations of different domains of executive functions with social and scholastic functioning in school age children and youth, and recent findings related to the relations among executive functions, academic performance and achievement, and behaviour. In this course students will also develop an understanding of how various individual difference factors (e.g., language proficiency) as well as environmental contexts (e.g., classroom context) can impact executive function development. Finally, this course will explore diverse types of interventions designed to support students with executive function difficulties drawing on multitiered models of support.

**Prerequisite:** Students who are not APHD MA/PhD must have at least one of APD1233H or APD1249 or permission of instructor.  
**Method of Delivery:** Online, In Class

## APD1272H - Play and Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1275H - Special Topics in Counselling Psychology

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1277H - Global Indigenous Healing in Counselling and Psychotherapy

**Credit Value:** 0.50  
**Hours:** TBA

This course seeks to define, redefine and locate Indigenous knowledges in the context of International mental health care. In particular, the course will examine cultural and traditional healing within the broader economic, social and political practices of

psychology worldwide. While the focus is in counselling psychology and psychotherapy, it also provides a critical site to highlight challenges and transformations within mental healthcare. The course seeks to draw attention to the use of Indigenous knowledges in mental health care generally. Explorations of the current issues and debates in the contemporary practices of Indigenous healing in psychology will be a key feature of the course, for example, cultural respect and appropriation, ethics and confidentiality, competence of practitioners, and systemic and social issues. Through an in-depth analysis of International Indigenous helping and healing practices, with particular focus on Indigenous knowledges perspectives from countries around the world, the course will undertake to raise questions regarding the theory, practice, and research of Indigenous traditional healing perspectives on mental health and healing in psychology and its relationship to education of practitioners. As part of the exploration of Indigenous traditional healing knowledges, the course will also focus on how peoples from non-dominant cultures construct illness perceptions and the types of treatments they expect to use to solve mental health problems; in this respect, the course is also intended to contribute to community development and community health promotion.

**Method of Delivery:** Online

## APD1278H - Cognitive Therapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1279H - Preventative Interventions for Children at Risk

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1280H - Symbolic Development and Learning

**Credit Value:** 0.50  
**Hours:** 36L

This is a graduate level seminar that will address fundamental questions regarding symbolic development and media-based learning in young children. We will explore recent findings in relation to questions such as the following: (1) What does symbolic understanding entail? (2) What is the developmental trajectory with respect to symbolic understanding? (3) What social-cognitive processes underlie symbolic development? (4) What can young children learn from media? (5) How well can young children learn

from media? (6) What features of the media affect learning? (7) How can we facilitate children's symbolic learning? We will explore these questions by examining children's learning from a variety of symbolic media: pictures, scale-models, maps, TV, and electronic games.

**Prerequisite:** APD1233H, APD1249H

**Method of Delivery:** In Class

## APD1281H - Education Exceptionalities, Special Education, and Adaptive Instruction

**Credit Value:** 0.50

**Hours:** TBA

Students will be introduced to the various special education exceptionalities in Ontario schools and will be provided with opportunities to analyze and reflect upon key issues in special education such as inclusion and universal design for learning. They will have the opportunity to gain skills and evidence-based knowledge regarding the identification, instruction, and progress monitoring of students with special education needs. The emphasis will be on using well-founded research to inform instructional practices and decision making. Given that students with exceptionalities are often at risk for mental health difficulties, we will discuss the intersection between mental health and learning as well as the intersection between special education and diversity.

**Exclusion:** APD2280H

**Method of Delivery:** Hybrid

## APD1282H - Introduction to Global Mental Health and Counselling Psychology

**Credit Value:** 0.50

**Hours:** TBA

This introductory course is designed to engage students in a critical understanding of the mental illness, mental health and well-being issues facing globalization, mental health practices and counselling psychology. The course will facilitate a critical reflection of the research and wellness practices that places a priority on improving equality of mental health and well-being for all people worldwide. The course seeks to define and locate critical counselling psychology within the broader historical, economic, social and political contexts of global mental health (GMH) care. Through a critical examination of the various ways in which Western mental health is practiced globally, students would establish a critical understanding of the economic and political engagements that underpin clinical practice globally. A critical examination of the various ways in which Western models of diagnosis and treatment - DSM5 (Diagnostic and Statistical Manual of Mental Disorders, 5th ed., and the ICD 10 International Statistical Classification of Diseases and Related Health Problems, a medical classification list by the World Health Organization (WHO) - students will get an appreciation of how Western models dominate and determine Low and Middle Income Countries (LMIC) mental health trajectory of care. Western narratives about mental illness, mental health and well-being tend to dominate over local LMIC traditional and indigenous healing practices. The course will focus on diagnosis and culture, transcultural psychiatry, cross-cultural counseling psychology, and the political economy of global mental health and well-being. An in-depth analysis of a number of individual country vignettes using a critical lens will be undertaken. Key concepts such as: globalization of mental health, cultural representation and presentation of mental illness and health, cross-cultural counselling and psychotherapy; Indigenous knowledges and traditional healing; political-economy of mental health and wellbeing will be critically understood and appreciated. This course will offer students an

opportunity to learn about essential GMH current issues, discuss innovative cross-cultural counselling psychology collaborations, and critically examine strategic Indigenous initiatives aimed at reducing the burden of mental illness around the globe.

**Method of Delivery:** In Class

## APD1283H - Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health

**Credit Value:** 0.50

**Hours:** TBA

This course introduces students to the skills, theory, and practice of counselling interventions in persons experiencing mental health problems, as well as in mental health settings. It aims to develop peer-counselling skills and deepen self-awareness and interpersonal communication competencies. 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. The course will use a combination of video-based counselling techniques, to assist students in developing basic counselling skills and increase their conceptual understanding of theoretical perspectives of counselling through practice, including counselling processes and case conceptualizations. The instructor will also present cases, including using video-taped counselling sessions, in addition to extensive counselling simulation. Unique to this program, is a cohort model of learning, where participants build trust with one another and build on their in-class relationships and discussions. Through presentations, experiential learning, class discussion, group exercises, counselling practice and videotaping, participants will:

- gain personal awareness of their own values and views and how they impact on the counselling experience
- gain a broad understanding of counselling theories
- learn to assist clients to develop their personal potential for growth and change
- practice basic counselling, problem-solving, decision-making and communication skills, and
- learn communication and conflict resolution approaches.

In addition, there will be a 250-hour placement in an approved field setting.

**Method of Delivery:** Online

## APD1285H - Psychology and Education of Children and Adolescents with Learning Disabilities

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## APD1286H - Foundations of Literacy Development for School Age Children

**Credit Value:** 0.50

**Hours:** TBA

The course will provide the student with a better understanding of current theoretical and applied issues in language and reading development. It will target primarily first language learning but will cover second language learning whenever appropriate. A cognitive-developmental approach will be used to examine topics such as: the development of basic language reading skills including speech perception and phonological awareness, morphological awareness, orthographic processing and their respective contributions to reading, lexical learning and vocabulary development, the role of vocabulary in reading comprehension, comprehension strategies, reading disability, cross-language transfer of language and reading skills between first and second language in bilingual children, and cognitive effects of bilingualism. Implications of theories on instruction will be discussed whenever relevant. Students will be encouraged to develop their own research and/or applied projects. The course will be conducted in a seminar format. A different topic will be discussed in each session. Key issues pertaining to research methodology and data analysis will be addressed as needed.

**Prerequisite:** APD1233H, APD1249H

**Method of Delivery:** In Class

## APD1288H - Intermediate Statistics and Research Design [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Prerequisite:** APD1287H or equivalent.

**Method of Delivery:** In Class

## APD1289H - Multivariate Analysis with Applications [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1290H - Indigenous Healing in Counselling & Psychoeducation

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1291H - Addictive Behaviors: Approaches to Assessment and Intervention

**Credit Value:** 0.50

**Hours:** TBA

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).

**Method of Delivery:** In Class

## APD1292H - Instrument Design and Analysis [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD1293H - Applied Research Design and Data Analysis [RM]

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Prerequisite:** JOI1288H or permission of the instructor.  
**Method of Delivery:** In Class

## APD1294H - Technology, Psychology and Play

**Credit Value:** 0.50  
**Hours:** TBA

This course examines psychological theories of play and has a focus on the role of technology in play across the life span (e.g., Vygotsky, Huizinga, Brown) in relation to the role of technology in play (e.g., Resnick, Gee, Squires) from both human developmental and educational perspectives. Topics addressing play include: gamification, trust, collaboration and passion to learn. In addition, we will address the growing role of technology in 'eduplay' and emerging social implications (e.g., concerns of addiction to gaming, social media, and networked-connectedness).

**Method of Delivery:** Online, In Class

## APD1295H - Adolescent Mental Health: An Examination of Risk and Resilience

**Credit Value:** 0.50  
**Hours:** 36L

Adolescence is a developmental period characterized by both vulnerability and opportunity. This course will examine research and theory on the development of mental health and well-being in adolescence and emerging adulthood (ages 18-25 years), and examine common mental health concerns in adolescence. In addition to examining contributing developmental factors to adolescent mental health (e.g., physical, social, emotional changes and transitions in adolescence), this course will also explore risk and protective factors across various contexts (e.g., family, peers, schools, media) that influence adolescent risk and resiliency.

**Prerequisite:** APD1249H/APD1297H  
**Enrolment Limits:**

Preference will be given to APHD students. Students who have already taken APD3208H-Research Seminar in Adolescent Development, are not allowed to take this course.

**Method of Delivery:** In Class

## APD1296H - Assessing School-Aged Language Learners

**Credit Value:** 0.50  
**Hours:** TBA

With increasing globalization and mobility across countries, student populations in urban schools include various groups of language learners, including immigrant children, indigenous language-speaking students, and second- or third-generation children who enter the school with fluent oral proficiency but with limited literacy skills in a language used as the medium of instruction at school. This course is designed for graduate students who wish to develop competencies in assessing additional language learners' language proficiency in K-12 curriculum learning contexts. The use of assessment is the central theme. We will consider theoretical bases and empirical evidence that educators and teachers should know in using assessment of school-aged language learners. Various cognitive and non-cognitive factors that influence students' language proficiency development will be examined. We will examine validity, reliability, and fairness issues arising from the use of standardized tests as well as classroom assessment.

**Method of Delivery:** In Class

## APD1297H - Mental Health in the Classroom: How Educators can Help Our Most Vulnerable Students

**Credit Value:** 0.50  
**Hours:** TBA

Recent research suggests that one out of every five school-aged children suffers from a mental health issue (e.g., anxiety, depression), and that children who experience mental health issues are at increased risk for poor academic outcomes in schools. Educators are uniquely positioned to assist in the early identification of students struggling with mental health problems in the classroom. By learning about the signs of mental health problems, and understanding how to refer students to appropriate services, educators can facilitate children and youth's timely access to effective assessment and intervention. This course will provide an overview of the conceptualization, prevalence, and course of commonly occurring mental health disorders among school-aged children and youth, and explore risk and protective factors for mental health problems. Moreover, this course will examine the signs and symptoms of these disorders (to facilitate early detection by educators), as well as provide educators with information about empirically supported recommendations for preventing and responding to mental health issues in the classroom. Additionally, broader evidenced-based strategies and programming for preventing mental health concerns, and promoting mental health and well-being in the classroom will be discussed.

**Method of Delivery:** In Class

## APD1298H - Imagination, Reasoning and Learning

**Credit Value:** 0.50  
**Hours:** TBA

The mainstream view of developmental psychologists has been that early childhood is a 'high season of imaginative play'. Watching children at play seems to bear this out. However, both the purpose and the nature of children's imagination have recently been subjects

of debate. We will examine fundamental questions about the nature and purpose of children's imagination, play, and narrative comprehension in development. We will also ask whether 'imagination' and 'play' have been appropriately conceptualized: are the explicit and tacit assumptions that developmental psychologists have made about the nature of 'play' convincing, and are they well-defined? We will also ask questions about future thinking and counterfactual reasoning and whether and how they impact children's learning and development.

**Prerequisite:** [APD1233H](#), [APD1249H](#)

**Method of Delivery:** In Class

## APD1299H - Language Acquisition and Development in Early Childhood

**Credit Value:** 0.50

**Hours:** TBA

Language is central to the human experience. It emerges universally and is acquired effortlessly by children. This seminar will focus on the acquisition of a first language by children. We will review the acquisition of the sounds of language, the meaning of language, and the structure of phrases and sentences. We will discuss both the process of acquisition and the competing theoretical explanations of that process. Particular emphasis will be placed on discovering the mechanisms children possess that enable them to learn language. Understanding how language develops and the factors involved can help us better identify appropriate interventions for children at risk.

**Prerequisite:** [APD1233H](#), [APD1249H](#)

**Method of Delivery:** In Class

## APD1902H - Theories and Techniques of Counselling in a Global Context

**Credit Value:** 0.50

**Hours:** TBA

This is an introductory course intended to provide students an overview of the theoretical and clinical application of the theories and techniques of counselling and psychotherapy. It will also critically explore the use of these theories and techniques across culturally diverse settings. This knowledge provides a foundation for further development in clinical skills and training in a global context.

**Method of Delivery:** In Class

## APD2001Y - Major Research Paper

**Credit Value:** 1.00

**Hours:** TBA

A core element of the Research Intensive Training in Psychology and Education field of study within the Master of Arts in Child Study and Education program is the production of a Major Research Paper (MRP). The MRP represents a student's ability to engage in the production of a novel piece of research. The MRP will follow the OISE guidelines for the components of a M.A. thesis in terms of its design and layout. Students who complete an MRP will be assigned a primary faculty supervisor who will support the student through the research process and the development of a research proposal and MRP. A second faculty member will act as the "second reader" who must read and review the final MRP and provide formal approval of the MRP along with the primary supervisor.

**Method of Delivery:** In Class

## APD2200Y - Child Study: Observation, Evaluation, Reporting and Research

**Credit Value:** 1.00

**Hours:** TBA

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. The research component of the course will draw heavily on the Health and Physical Education curriculum to support an understanding of key elements of the curriculum including living skills (e.g., relationship skills), active living, and healthy living and research to inform teaching of these domains.

**Method of Delivery:** In Class

## APD2201Y - Childhood Education Seminar I

**Credit Value:** 1.00

**Hours:** 36L

This is a seminar course that examines the interactions between teachers and children in kindergarten, primary and junior grade educational settings. Emphasis is placed on the integration of teaching practice with Social Studies curriculum and social learning theories. Students learn instructional methods (planning, learning environment, classroom management) and pedagogies for elementary teaching. The law, legislations and government policies for education are explored and tied to professionalism and professional practice. This course draws on students' experiences from practicum placements and is connected to the practicum course. Theory and practice are well connected through scholarly readings and practicum experience.

**Enrolment Limits:**

This course is normally open to students in the MA in Child Study and Education program only.

**Method of Delivery:** In Class

## APD2202H - Childhood Education Seminar II: Advanced Teaching

**Credit Value:** 0.50

**Hours:** TBA

This seminar will provide for discussion of topics and issues that emerge during the students' internship (APD2221Y Advanced Teaching Practicum) and that relate to employment preparation.

**Method of Delivery:** In Class



## APD2210Y - Introduction to Curriculum 1: Core Areas

**Credit Value:** 1.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2211H - Theory and Curriculum I: Language and Literacy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2212H - Theory and Curriculum II: Mathematics

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2214H - Curriculum and Pedagogies for Cross-Curricular Teaching

**Credit Value:** 0.50  
**Hours:** 36L

This course will provide students with an introduction to a broad range of curriculum areas important to elementary education. These areas include Health and Physical Education curriculum (movement competence strand), the Arts curriculum (music, drama, visual arts, dance), as well as the integration of these domains with other elements of the elementary curriculum. Students will have the opportunity to examine issues related to diversity and equity as well as the application of technology within these curriculum domains. 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:** APD2210Y  
**Method of Delivery:** In Class

## APD2220Y - Teaching Practicum

**Credit Value:** 1.00  
**Hours:** TBA

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 three practicum sessions, each providing 96 hours of practicum experience in three, eight-week, half-day blocks. This course is normally open to students in the MA in Child Study and Education program only.

**Method of Delivery:** In Class

## APD2221Y - Advanced Teaching Practicum (Pass/Fail)

**Credit Value:** 1.00  
**Hours:** TBA

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 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.

**Method of Delivery:** In Class

## APD2222H - Professional Practice Project: Role A

**Credit Value:** 0.50  
**Hours:** TBA

Students will take this course in their second year of the MA CSE program, and will either directly implement or facilitate a professional learning cycle in authentic contexts of practice to complete a professional practice project. The course is grounded in two of the Ontario College of Teachers Standards of Practice: Ongoing Professional Learning and Leadership in Learning Communities. Students in their internship term (approximately half the students in the class) will gain experience as "activators" of their own continuous professional learning processes as they work to improve their practice as beginning teachers, while students in their academic term (approximately half the students in the class) will develop skills as "critical friends" who actively create the conditions for the impactful professional learning of others.

**Prerequisite:** Successful completion of Year 1 MA CSE program.  
**Method of Delivery:** In Class

## APD2223H - Professional Practice Project: Role B

**Credit Value:** 0.50  
**Hours:** TBA

Students will take this course in their second year of the MA CSE program, and will either directly implement or facilitate a professional learning cycle in authentic contexts of practice to complete a professional practice project. The course is grounded in two of the Ontario College of Teachers Standards of Practice: Ongoing Professional Learning and Leadership in Learning Communities. Students in their internship term (approximately half the students in the class) will gain experience as "activators" of their own continuous professional learning processes as they work to improve their practice as beginning teachers, while students in their academic term (approximately half the students in the class) will develop skills as "critical friends" who actively create the conditions for the impactful professional learning of others.

**Prerequisite:** Successful completion of Year 1 MA CSE program.  
**Method of Delivery:** In Class

## APD2230H - Designing Educational Programs

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## APD2232H - Consultation Skill Development for Educators

**Credit Value:** 0.50  
**Hours:** 36L

This course provides teacher candidates with the opportunity to learn and practice therapy techniques that can be used to engage parents, teachers, and students in the education system. Teacher candidates will learn different therapy techniques to engaging, focusing, evoking, planning, and healing to resolve conflict and practice the skills within class. Though the intent is not to train teachers as therapists, it is to provide them with essential skills that they can use in their practice.

**Method of Delivery:** In Class

## APD2252H - Individual Reading and Research in Human Development and Applied Psychology: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2275H - Technology for Adaptive Instruction and Special Education

**Credit Value:** 0.50  
**Hours:** TBA

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 Applied Psychology and Human Development.

**Method of Delivery:** In Class

## APD2280H - Introduction to Special Education and Adaptive Instruction

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2280Y - Introduction to Special Education and Adaptive Instruction

**Credit Value:** 1.00  
**Hours:** 36L

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. This course includes a service-learning experiential component to enable students to make connections between theory, research, and practice and to offer them an opportunity to connect with a community or organization where they may support students with learning needs and reflect on their experience.

**Method of Delivery:** In Class

## APD2292H - Assessment for Instruction

**Credit Value:** 0.50

**Hours:** 36L

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:** APD2280H or equivalent.

**Method of Delivery:** In Class

## APD2293H - Interpretation of Educational Research [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD2296H - Reading and Writing Difficulties

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3115H - Research Proseminar in Counselling & Psychotherapy

**Credit Value:** 0.50

**Hours:** 36L

This is a doctoral course that will provide foundational knowledge in developing as scholar practitioners and completing a dissertation in practice. The course will provide an overview of research methods

and practices that are relevant to EdD students. Special topics that will be covered include a review of practice, policy, research and theory relevant to the students' focus of interest. Students will be introduced to the requirements of ethical reviews and working in the community as well as how to apply for funding and liaise with various agencies. Students will be introduced to program evaluation, action research, as well as other methodologies to support the development of proposals and programs of study to support their research with a focus on adults and adolescents.

**Method of Delivery:** In Class

## APD3160H - Advanced Family Therapy

**Credit Value:** 0.50

**Hours:** TBA

This is an advanced level doctoral course that will build on the knowledge and clinical skills acquired in the introductory course in the theory and practice of Family Therapy. This course is for students enrolled in the EdD in either the adult or the adolescent emphasis. Students will be expected to be familiar with a number of different models of family therapy, including systemic, strategic, structural and behavioural. The course will focus on one of these models in depth, including conceptual frameworks, methods of assessment as well as intervention strategies. Issues related to the formation and maintenance of the therapeutic alliance in family therapy as well as specific challenges related to working with families will be addressed. The course will take a developmental perspective in terms of the family from early formation through maturity taking into account the developmental needs of different family members. Thus students will have the opportunity to focus on children, adolescents, young and older adults within a family context.

**Method of Delivery:** In Class

## APD3163H - Advanced Multicultural Counselling and Psychotherapy

**Credit Value:** 0.50

**Hours:** TBA

This seminar course will familiarise students with current issues and debates concerning research and practice of counselling psychology 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 seminar attempts to raise questions regarding the theory, practice and research with ethnic minority clients. The seminar also offers a critical examination of the concepts of multicultural, multiethnic, and other nomenclatures, particularly assessing the epistemological and ontological histories and complexities in relation to ways in which theory, practice and research is undertaken in counselling psychology. The seminar is appropriate for students considering a dissertation proposal in critical multicultural counselling and psychotherapy. Students will review, analyse and redesign representative studies in the critical multicultural counselling psychology and psychotherapy literatures and methodology which will eventually lead to a thesis proposal.

**Method of Delivery:** In Class

## APD3178H - Advanced Cognitive Behaviour Therapy

**Credit Value:** 0.50  
**Hours:** TBA

This course provides in depth knowledge and advanced training in cognitive behaviour therapy (CBT). Students will acquire an enhanced understanding of current cognitive behavioural theories and master skills needed to implement evidence-based cognitive behavioural interventions across a wide range of mental health conditions and within diverse contexts. These include depression, anxiety disorders, psychological trauma, psychotic disorders, and a variety of complex presentations. A key aspect of the course is developing an understanding of how theory and research are used to inform current clinical practice in cognitive behaviour therapy.

**Method of Delivery:** In Class

## APD3200H - Research Proseminar on Human Development and Applied Psychology

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## APD3201H - Qualitative Research Methods in Human Development and Applied Psychology [RM]

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## APD3202H - A Foundation of Program Evaluation in Social Sciences [RM]

**Credit Value:** 0.50  
**Hours:** TBA

This doctoral-level course serves as an introduction to program evaluation used in education, psychology, and social sciences.

Program evaluation aims to systematically investigate the process, effectiveness, and outcomes of programs. Its primary goal is to inform decision-making processes based on answers to why it works or doesn't work and improve the quality of the program. In this course, students will learn the craft of program evaluation at various stages, including: critically appraising evaluation research; assessing program needs, developing a logic model, evaluating the process and outcomes of the program, evaluating efficiency, dealing with ethical issues, warranting evaluation claims, and communicating with stakeholders. This course will focus on both theoretical and practical issues in designing, implementing, and appraising formative and summative evaluations of various educational and invention programs. In this course, we will consider the effects of various social, cultural, and political contextual factors underlying the program.

**Method of Delivery:** In Class

## APD3203H - Children's Theory of Mind

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3204H - Contemporary History and Systems in Human Development and Applied Psychology

**Credit Value:** 0.50  
**Hours:** TBA

An examination of the historical and philosophical bases of modern theories of 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.

**Method of Delivery:** In Class

## APD3205H - Social and Moral Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3215H - Advanced Psychotherapy Seminar

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3216H - Seminar in Counselling Psychology: Part II

**Credit Value:** 0.50  
**Hours:** 36L

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:** APD3215-Advanced Psychotherapy Seminar  
**Method of Delivery:** In Class

## APD3217Y - Advanced Practicum in Clinical and Counselling Psychology

**Credit Value:** 1.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3221H - Cross-cultural Perspectives on Children's Problems

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3222H - Approaches to Psychotherapy with Children, Youth and Families

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3224H - Advanced Proactive Behavioural and Cognitive-Behavioural Interventions

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3225H - Assessment and Diagnosis of Personality and Psychopathology

**Credit Value:** 0.50  
**Hours:** TBA

This course serves as a continuation of APD3224H, 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.

**Prerequisite:** APD3224H and APD3258H  
**Method of Delivery:** In Class

## APD3227H - Multi-Level Modeling in Social Scientific and Educational Research [RM]

**Credit Value:** 0.50  
**Hours:** 36L

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:** JOI1287H or equivalent.  
**Method of Delivery:** In Class

## APD3231H - Psychodynamic Bases of Therapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3238H - Special Topics in Human Development and Applied Psychology: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as APD1238H.

**Method of Delivery:** In Class

## APD3240H - Advanced Social and Emotional Assessment Techniques

**Credit Value:** 0.50  
**Hours:** TBA

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. Open to School and Clinical Child Psychology students only.

**Prerequisite:** APD1216H or equivalent and APD1218H or equivalent and permission of the instructor.  
**Method of Delivery:** In Class

## APD3241H - Seminar and Practicum in Clinical Assessment and Intervention (Pass/Fail)

**Credit Value:** 0.50  
**Hours:** TBA

This course supports and monitors the development of the Ph.D. 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.

**Method of Delivery:** In Class

## APD3242Y - Internship in School and Clinical Child Psychology (Pass/Fail)

**Credit Value:** 1.00  
**Hours:** TBA

This is a 1600 hour placement completed in the third or fourth year of doctoral study.

**Prerequisite:** APD3241H and permission of instructor.  
**Method of Delivery:** In Class

## APD3243H - Additional PhD Practicum in Assessment & Intervention

**Credit Value:** 0.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3252H - Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as APD2252H.

**Method of Delivery:** In Class

## APD3255H - Systemic Family Therapy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3260H - Psychodiagnostic Systems

**Credit Value:** 0.50  
**Hours:** TBA

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-5). 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. [For PhD students in CCP and SCCP only.]

**Method of Delivery:** In Class

## APD3261H - Clinical Supervision and Consultation Practicum

**Credit Value:** 0.50  
**Hours:** TBA

This is a course for doctoral students from two different programs in APHD: EdD students in Counselling & Psychotherapy and PhD students in Clinical & Counselling Psychology. Students registered in APD3261 are required to register in a practicum placement where their primary responsibility is to supervise and consult with students engaged in a clinical and or counselling practicum. This seminar course runs in tandem with the supervision and consultation practicum placement and the successful completion of the practicum placement is essential for fulfilling the requirements for the course. Bi-weekly seminar meetings are intended to support the students' professional development and provide a forum for a) discussion of issues related to supervision and consultation including clinical experiences in supervision, consultation, assessment, and psychotherapy; b) student case presentations of cases being

supervised and c) issues, concerns or questions related to the supervision practicum placement. All students will be encouraged to discuss their experiences supervising/mentoring Masters-level students.

**Prerequisite:** APD3217H  
**Corequisite:** APD3217H  
**Method of Delivery:** In Class

## APD3268Y - Internship in Clinical and Counselling Psychology

**Credit Value:** 1.00  
**Hours:** TBA

This course requires the completion of at least 1,600 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.

**Method of Delivery:** In Class

## APD3269H - Research Seminar in Critical Multicultural Counselling and Psychotherapy (Doctoral Level)

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3270H - EdD Internship

**Credit Value:** 0.50  
**Hours:** TBA

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 a gender identity or disability).

**Method of Delivery:** In Class

## APD3271H - Additional Doctoral Practicum

**Credit Value:** 0.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD3272H - Early Learning Practice, Research & Policy

**Credit Value:** 0.50  
**Hours:** TBA

This introductory course aims to provide students with the importance of the dynamic relationship among and between research, practice and policy while surveying the developmental psychology literature and the role of formal education in early human development. Attention will also be paid to the importance of evidence-based leadership and communications in the process of impacting public policy.

**Method of Delivery:** In Class

## APD3273H - Research Early Learning: An Overview of Quantitative and Qualitative Methodology

**Credit Value:** 0.50  
**Hours:** TBA

The course will provide students with the essential knowledge and skills to conduct all stages of the research process using qualitative, quantitative and mixed-methods approaches. The topics discussed in this course include formulation of research questions, working with the literature, research design and design of the data collection instruments, methods of data collection, quantitative and qualitative data analysis, interpretation of the results and report writing.

**Method of Delivery:** In Class

## APD3274H - Early Learning and Thesis Development

**Credit Value:** 0.50  
**Hours:** TBA

Building on the research methods course, this course will support students in developing a rough draft outline of the first three chapters of their theses. It will enable students to gain a broader understanding of various research methods/data analysis; coherent to the thesis development with clear alignment of the over-arching research question, sub questions, methodology(ies), results and analysis. It will also provide students initial understanding of related materials including the ethical review process and formation of thesis committees.

**Method of Delivery:** In Class

## APD3275H - International Policy Perspectives on Early Learning

**Credit Value:** 0.50  
**Hours:** TBA



This course will provide access to some of the most important thinkers in the world. Interviews of these experts will take place; annotated bibliographies for each expert will be developed; and related written and electronic material will be contributing to the ongoing development of an "electronic book" produced by the professors and students. Students will act as "interview producers" preparing all the necessary background research and questions required for each interview. Students will also lead online video conferencing seminars. NB: The first cohort has already produced a video book (along with an electronic link version) of interviews with eight leading experts.

**Method of Delivery:** In Class

## **APD3286H - Developmental Neuropsychology**

**Credit Value:** 0.50  
**Hours:** TBA

In this course we will focus on brain-behaviour relationships from converging behavioural, neurophysiological and neuroimaging perspectives and track their development from birth to adulthood. We will pay particular attention to the structural development of the brain, the emergence of functional brain systems, and the neuropsychological underpinnings of childhood brain disorders. We will then explore the implications of these processes for typical and atypical development and developmental psychopathology.

**Method of Delivery:** In Class

## **APD3297H - Biological and Psychological Foundations of Low Incidence Disorders**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **APD3301H - Issues in Child Study and Education: Research, Policy, and Problems of Practice (RM)**

**Credit Value:** 0.50  
**Hours:** 36L

Child Study is the systematic interdisciplinary investigation of the way children adapt and change in order to provide them with more supportive learning environments and increase the likelihood of positive outcomes. Child study is a professional practice skill, a critical attitude, and a belief system based on inquiry, best evidence and reflection. This course offers an advanced consideration of how

child study history, concepts, and research are related to issues and challenges in childhood education. The aim of the course will be to provide students with an advanced understanding of the field of child study through an examination of the history, theories, and breadth of research in child study. Students will analyze issues in child study and education, apply a child study framework to their area of interest, articulate a researchable problem of practice of interest in their organization/community, and identify policies that influence/connect with their problem of practice. Students will also gain specialized knowledge and competencies in utilizing action research frameworks to engage in professional inquiry, policy analysis, and research drawing on child study lens.

**Method of Delivery:** In Class

## **APD3302H - Advanced Study of Critical Issues in Special Education, Mental Health, and Child Security**

**Credit Value:** 0.50  
**Hours:** 36L

This course is designed to provide an in-knowledge of critical issues in special education and the mental health of children and adolescents that will enable the learners to think broadly about the issues and interconnections and their relevance for policy and decision-making. This course will draw on a bioecological model of development (Bronfenbrenner, 1992) to guide discussions as we will investigate the effects of systems (e.g., community, family, school) and culture on mental health promotion and risk as well as on children's access and support through special education services. Students will examine the contribution of key theoretical learning models that often guide research design and practice. Students will be able to analyze key policy and practice issues that affect children and youths' wellbeing and mental health as well as be able to synthesize points of intersection between the special education system, mental health, and social systems. This course will engage students in an in-depth examination that influence the implementation of programs or practices designed to support students with special education needs (including early risk and intervention) as well as those to promote wellbeing and mental health. Students will gain expertise in their knowledge of the complex and interrelated factors affecting student success in general and special education systems as well as in-depth knowledge of risk and resilience frameworks for mental health in children.

**Prerequisite:** APD3301H  
**Method of Delivery:** In Class

## **APD3304H - Research Proposal Development (RM)**

**Credit Value:** 0.50  
**Hours:** 36L

This course focuses on supporting students as they prepare their research proposal. The course aims to advance the research, writing, and practice elements and at the same time create an academic community. Students will be asked to complete a preliminary literature review and identify and describe a proposed problem of practice with the class to receive feedback and guidance within this collaborative setting. Students will be asked to demonstrate their understanding of ethical guidelines for research, and identify potential research challenges they may face in their research. This course will complement the students' work with their thesis advisor as this course provides a community of learners who can support the critical thinking processes embedded within creating a research proposal. The course will include in class seminars

where students will spend part of the class working in small groups with others who are at the same stage of the journey; online support; individual meetings. The course provides supportive feedback on their key skills such as synthesizing research findings, writing analytically, and creating clear statements of issues and problems of practice. Students will also have the opportunity to present their work in a friendly, supportive community to build their oral and written communication skills.

**Recommended Preparation:** Must be enrolled in the EDD CSE  
**Method of Delivery:** In Class

## APD5000H - Special Topics in Applied Psychology and Human Development: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

Courses 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 Fall/Winter Session and Summer Session timetables.

**Method of Delivery:** Online, In Class

## APD5284Y - Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth and Families

**Credit Value:** 1.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## APD6000H - Special Topics in Applied Psychology and Human Development: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as APD5000H.

**Method of Delivery:** In Class

## JOI1287H - Introduction to Applied Statistics [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who have previously taken CTL2004 are prohibited from taking this course  
**Method of Delivery:** In Class

## JOI1288H - Intermediate Statistics and Research Design [RM]

**Credit Value:** 0.50  
**Hours:** TBA

This course will cover: 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.

**Prerequisite:** JOI1287H or equivalent.

**Exclusion:** This course is intended primarily for OISE students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.

**Method of Delivery:** In Class

## JOI3228H - Mixed Methods Research Design in Social Sciences [RM]

**Credit Value:** 0.50  
**Hours:** 36L

Mixed methods research is increasingly being used as an alternative to the traditional mono-method ways of conceiving and implementing inquiries in education and social sciences. In conceptualizing mixed methods studies, various paradigmatic assumptions are still being debated. However, many researchers have stated that the paradigmatic differences have been overdrawn and that paradigmatic incompatibility makes dialogue among researchers less productive. Researchers further acknowledge that philosophical differences are reconcilable through new guiding paradigms that actively embrace and promote mixing methods. Mixed methods researchers reject traditional dualism and prefer action to philosophizing by privileging inquiry questions over assumptive worlds. In this course, students will be introduced to various mixed methods design alternatives that allow researchers to link the purpose of the research to methodologies and integrate findings from mixed methods. This course covers various phases of mixed methods research, including theoretical frameworks of mixed methods research designs, strategic mixed methods sampling, data collection methods, integrative data analysis strategies, and a mixed methods research proposal. *This is a doctoral level course* designed to serve students who plan to conduct independent research. I

anticipate that students will have had prior research experience or course work in research methods.

**Method of Delivery:** In Class

## **JOI6000H - Special Topics in Advanced Quantitative Research Methods**

**Credit Value:** 0.50

**Hours:** TBA

Special topics courses designed to permit the study (in a formal class setting) of advanced quantitative research methods.

**Prerequisite:** JOI1288H or JOI3048H or equivalent

**Method of Delivery:** In Class

# Curriculum, Teaching and Learning

The Department of Curriculum, Teaching and Learning (CTL) is the largest of four departments at the Ontario Institute for Studies in Education (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. Faculty and students research, write, and teach about a wide variety of subjects concerning children, youth, and teachers, both in and out of schools.

The department offers graduate programs in three areas of study: 1) Curriculum and Pedagogy; 2) Language and Literacies Education; and 3) Teaching. These programs reflect a variety of scholarly interests and are closely linked with the department's strong research base.

## Overview of Programs

Codes: > =Field, • =Collaborative Specialization

### Curriculum and Pedagogy Program - MA, MEd, PhD

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

### Language and Literacies Education Program - MA, MEd, PhD

- *Comparative, International and Development Education* - MA, MEd, PhD
- *Education, Francophonies and Diversity* - MA, MEd, PhD
- *Educational Policy* - MA, MEd, PhD
- *Ethnic and Pluralism Studies* - MA, MEd, PhD
- *Knowledge Media Design* - MA, MEd, PhD
- *Women and Gender Studies* - MA, MEd, PhD

> Language Teaching - MEd

- *Comparative, International and Development Education* - MEd
- *Education, Francophonies and Diversity* - MEd
- *Educational Policy* - MEd
- *Ethnic and Pluralism Studies* - MEd
- *Knowledge Media Design* - MEd
- *Women and Gender Studies* - MEd

### Master of Teaching Program

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

## Combined Degree Programs

The Master of Teaching Combined Degree Program (CDP) is designed for University of Toronto students interested in studying the intersections of their Bachelor's degree specialization, coupled with professional teacher preparation. For more information about Master of Teaching Combined Degree Programs, please visit the [School of Graduate Studies \(SGS\) Calendar](#).

NOTE: Please see Bulletin sections below for more information on CTL programs.

- See the School of Graduate Studies Calendar for details on [Collaborative Specializations](#).
- See the School of Graduate Studies Calendar for [Graduate Faculty Members](#).

# Curriculum & Pedagogy

## Overview

The Curriculum and Pedagogy (C&P) program 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, and programs of study), purposes, and practices used for bringing about learning in educational settings. Given the diverse academic and research interests of faculty members, the program is organized into seven constituent but optional program emphases. The C&P program offers the following seven program emphases: Arts in Education; Critical Studies in Curriculum and Pedagogy; Digital Technologies in Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Mathematics and Technology (SMT); Wellbeing. PhD, MA and MEd students enrolled in C&P emphases are required to take three courses from a list of courses affiliated with the emphasis. Students who successfully complete emphasis coursework as part of their C&P degree requirements may request to have the emphasis noted on their transcript.

## Master of Arts

The MA degree program is designed to provide academic study and research training related to curriculum and pedagogy. Applicants who anticipate going on to further study at the PhD level are advised to apply for enrolment in an MA rather than an MEd degree program. The MA can be taken on a full-time or part-time basis.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- Admission normally requires an appropriate bachelor's degree, with the equivalent of at least a University of Toronto mid-B or better in the final year, in a relevant discipline or professional program.
- Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.
- Statement of Intent: Applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum and pedagogy. The chief academic interests and experience, professional concerns, and career plans related to any aspect of curriculum and pedagogy should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the [Curriculum & Pedagogy program web page](#).

- The Admissions Committee reviews this statement to determine the areas of study and/or problems of curriculum and pedagogy in which an applicant is most interested and to link the applicant to appropriate faculty advisors.

## Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - At least 2.0 FCEs, normally CTL 1000-level courses undertaken in the Curriculum & Pedagogy program.
  - [CTL1000H Foundations of Curriculum & Pedagogy](#) (0.5 FCE).
  - A [research methods course](#) (0.5 FCE) from an approved course listing.
  - Additional courses may be required of some applicants, depending on previous experience and academic qualifications.
- **Thesis.**
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and thesis ethical review.

## Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## Master of Education

The Master of Education (MEd) degree program is designed chiefly for the professional development of those who are already engaged in a career related to education, broadly defined. Applicants who anticipate going on to further study at the PhD level are advised to apply for enrolment in an MA rather than an MEd degree program. The MEd can be taken on a full-time or part-time basis.

Note: The MEd is not a teacher certification program. Find out more about [teacher certification programs](#).

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies, which specify an appropriate bachelor's degree from a recognized university. This degree must be completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- 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 & Pedagogy program web page](#). 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 the applicant to appropriate faculty advisors.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - At least 2.5 FCEs, normally CTL 1000-level courses undertaken in the Curriculum & Pedagogy program.
  - [CTL1000H Foundations of Curriculum & Pedagogy](#) (0.5 FCE).
- Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications.

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## Doctor of Philosophy

The PhD program demands a strong commitment to research. The Curriculum & Pedagogy program offers both full-time and flexible-time PhD program options. Degree requirements for both options are the same; only the length of time to completion differs (see Program Length below). Applicants must declare the option for which they wish to apply.

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- A master's degree in education from a recognized university with a grade equivalent to a University of Toronto B+ or better and in the same area of specialization as proposed at the doctoral level is required. Further documentation may be required to establish equivalence.
- Applicants ordinarily have a minimum of two years' professional experience prior to applying.
- Applicants are required to submit, along with the application:
  - Their master's thesis or a sample of single-authored scholarly writing; for details about what constitutes an appropriate writing sample, visit the [Curriculum & Pedagogy program web page](#).
  - A Statement of Intent describing their intellectual interests and concerns relevant to curriculum and pedagogy, reasons for wishing to take the program, previous qualifications and professional experiences, and articulating their research and professional interests, and future career goals
  - Two letters of reference: one academic and one professional.

## Program Requirements

- **Coursework.** Students must normally complete **3.5 full-course equivalents (FCEs)** as follows:

- At least 2.0 FCEs, normally CTL 1000-level courses.
- [CTL1899H C&P Doctoral Proseminar in Curriculum & Pedagogy](#) (0.5 FCE).
- Students are expected to take [CTL1000H Foundations of Curriculum & Pedagogy](#) (0.5 FCE) if they did not complete it at the master's level
- Additional courses may be required of some students.
- One [research methods course](#) (0.5 FCE) from an approved course listing.
- **Comprehensive examination.**
- A **thesis** embodying the results of an original investigation, and a **Doctoral Final Oral Examination** on the content and implications of the thesis.
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, comprehensive examination, and thesis ethical review.
- Full-time PhD students must maintain full-time status throughout their program of study.
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- A master's degree in education from a recognized university with a grade equivalent to a University of Toronto B+ or better and in the same area of specialization as proposed at the doctoral level is required. Further documentation may be required to establish equivalence.
- Applicants ordinarily have a minimum of two years' professional experience prior to applying.
- Applicants are required to submit, along with the application:
  - Their master's thesis or a sample of single-authored scholarly writing; for details about what constitutes an appropriate writing sample, visit the [Curriculum & Pedagogy program web page](#).
  - A Statement of Intent describing their intellectual interests and research concerns relevant to curriculum and pedagogy, reasons for wishing to take the program, previous qualifications and professional experiences, and articulating their research and professional interests, and future career goals.
  - Two letters of reference: one academic and one professional.
- 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-time PhD should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements

- **Coursework.** Students must normally complete **3.5 full-course equivalents (FCEs)**, as follows:
  - At least 2.0 FCEs, normally CTL 1000-level courses.
  - [CTL1899H C&P Doctoral Proseminar in Curriculum & Pedagogy](#) (0.5 FCE).
  - Students are expected to take [CTL1000H Foundations of Curriculum & Pedagogy](#) (0.5 FCE) if they did not complete it at the master's level.
  - One [research methods course](#) (0.5 FCE) from an approved course listing.
  - Additional courses may be required of some students.
- **Comprehensive examination.**
- A **thesis** embodying the results of an original investigation, and a **Doctoral Final Oral Examination** on the content and implications of the thesis.
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, comprehensive examination, and thesis ethical review.
- Students must register continuously until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

8 years

## Time Limit

8 years

## Curriculum & Pedagogy MA, MEd, PhD Emphases

### Emphasis: Arts in Education

The emphasis in Arts in Education allows students to take specialized courses in the areas of music and sound, drama and theatre, visual art, performance, and, in particular, courses that reflect social justice concerns reflected through the arts and cultural production. This emphasis will attract students interested in the arts, elementary and secondary arts specialist teachers, and community, gallery, and museum educators interested in examining arts education beyond schooling.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1026H](#), [CTL1065H](#), [CTL1099H](#), [CTL1104H](#), [CTL1322H](#), [CTL1811H](#), [CTL1818H](#), [CTL1822H](#), [CTL5013H](#), [CTL5018H](#), [CTL5019H](#), [CTL5020H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Critical Studies in Curriculum and Pedagogy

The emphasis in Critical Studies in Curriculum and Pedagogy will encourage a critical exploration of educational phenomena, within and beyond the scope of schools, and will focus on social justice issues in education including issues related to environmental justice, globalization, colonialism, race, disability, gender, sexuality, and cultural and linguistic difference.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1011H](#), [CTL1024H](#), [CTL1031H](#), [CTL1037H](#), [CTL1048H](#), [CTL1062H](#), [CTL1063H](#), [CTL1064H](#), [CTL1065H](#), [CTL1099H](#), [CTL1218H](#), [CTL1219H](#), [CTL1220H](#), [CTL1221H](#), [CTL1304H](#), [CTL1306H](#), [CTL1307H](#), [CTL1309H](#), [CTL1312H](#), [CTL1313H](#), [CTL1318H](#), [CTL1319H](#), [CTL1818H](#), [CTL1822H](#), [CTL3031H](#), [CTL3034H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Digital Technologies in Education

The emphasis in Digital Technologies in Education is designed to engage educators in a critical examination of technology and its effective use in educational contexts. Drawing on research from the fields of the learning sciences, psychology, diversity studies, and information and communication technology, learners will deepen their understanding of such topics as computational thinking, gamification of learning, online knowledge communities, social media, immersive simulations, technology and assessment, mobile devices, and knowledge building. These courses will address emerging trends in the contemporary digital technologies landscape. Given the thousands of educational apps and web-based technologies available to teachers, where are we seeing potential?

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1602H](#), [CTL1603H](#), [CTL1606H](#), [CTL1608H](#), [CTL1609H](#), [CTL1923H](#), [CTL1926H](#), [CTL5015H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Indigenous Education and Decolonization

The emphasis in Indigenous Education and Decolonization examines the complex and tangled histories of those on whose traditional lands OISE and U of T are situated: the Owendat (Wyandot-Huron), Onondowahgah (Seneca-Hodenoosaunee), and the Misi-zaagiing (Mississauga-Anishinaabek) nations. This territory is subject to the *Dish With One Spoon Wampum Belt Covenant*, an agreement between the Iroquois Confederacy and the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes.

This emphasis will provide an entry point into the knowledge systems that emerge from this particular land, with an emphasis on land itself as a teacher and a source of knowledge. The emphasis will be grounded on a decolonial pedagogy, with a commitment to anti-colonization and decolonization practices. Recognizing that this land has, and still does exist, first and foremost in relationship to Indigenous people requires a critical consciousness and acknowledgement of whose traditional lands we are now on as well as the historical and contemporary realities of those relationships. It is this understanding that forms the philosophical foundation upon which all of our courses position themselves within the emphasis.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1063H](#), [CTL1320H](#), [CTL1321H](#), [CTL1322H](#), [CTL5010H](#), [CTL5024H](#), [CTL5029H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Qualitative Methodologies

The emphasis in Qualitative Methodologies will encourage a focused exploration of qualitative paradigms, approaches, and methods within and beyond the scope of schools and education. This emphasis will allow students to take introductory and specialized courses in a range of contemporary qualitative methodologies in areas such as research and participatory inquiry; arts-based research and performed ethnography; feminist and queer approaches; indigenous methodologies, anti-colonial, decolonial, post-foundational, and social justice research. These courses will address the need for students to deepen their understanding, application, and specialization in qualitative methodologies in education. Students will also explore how qualitative methodologies are applied to non-formal education contexts such as social justice pedagogies.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1018H](#), [CTL1041H](#), [CTL1049H](#), [CTL1062H](#), [CTL1063H](#), [CTL1099H](#), [CTL1211H](#), [CTL1306H](#), [CTL1322H](#), [CTL1809H](#), [CTL1822H](#), [CTL5019H](#), [CTL5029H](#), [CTL5030H](#).
- Upon successful completion of the Emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Science, Mathematics and Technology (SMT)

The emphasis in SMT is dedicated to exploring theory, practice, and contemporary issues pertaining to SMT education in diverse settings and contexts. A vibrant community of scholars and graduate students thrive on collegiality, intellectual debate, critical analyses, and inquiry. Drawing on research and practice, students will explore and critique innovative SMT education while supporting research, curriculum development, and teaching. With strong connections to the SMT Centre and the collaborative specialization in Engineering Education, students will engage with topics such as science,

technology engineering, and mathematics (STEM); mathematics pedagogy; equity; inclusion; diversity; activism; and social and environmental justice.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1116H](#), [CTL1119H](#), [CTL1120H](#), [CTL1202H](#), [CTL1206H](#), [CTL1207H](#), [CTL1209H](#), [CTL1212H](#), [CTL1214H](#), [CTL1215H](#), [CTL1216H](#), [CTL1217H](#), [CTL1218H](#), [CTL1219H](#), [CTL1221H](#), [CTL1222H](#), [CTL1223H](#), [CTL1606H](#), [CTL1608H](#), [CTL1609H](#), [CTL1841H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## Emphasis: Wellbeing

The emphasis in Wellbeing inquires into the nature of wellbeing as well as providing learning environments that support student wholeness: mental, physical, and spiritual. Research suggests that people who exhibit characteristics of wellbeing live longer and contribute more to society (Ricard, 2003). In July 2011, the United Nations passed a resolution recommending that member states give greater attention to happiness and well-being in their economic and social development policies. Wellbeing is a priority for the Ontario Ministry of Education and OISE.

Faculty in this emphasis offer courses that explore and support student wellbeing in a variety of ways. Holistic and embodied approaches to learning are employed to engage the whole person. More specifically, these approaches involve various forms of meditation, mindfulness practice, narrative/biography, working in a collaborative and supportive environment, body work, and conscious use of technology. Mental health is increasingly identified as an important issue today, and approaches to address this concern are also part of the emphasis. These approaches are offered within the context of sustainability and ethical issues that can arise in the pursuit of wellbeing.

- **Coursework.** From the following course list, MA, MEd, and PhD students must successfully complete **1.5 full-course equivalents (FCEs)**, which are counted towards the total FCEs required for the student's degree program:
  - [CTL1016H](#), [CTL1027H](#), [CTL1106H](#), [CTL1110H](#), [CTL1221H](#), [CTL1319H](#), [CTL1331H](#), [CTL1424H](#), [CTL1817H](#), [CTL1825H](#), [CTL3037H](#), [CTL5011H](#), [CTL5042H](#), [CTL5045H](#).
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the CSTD Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

## MA, MEd, PhD Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

### Master's Level

<a href="#">CTL1000H</a>	Les fondements du curriculum et de la pädagogie
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<a href="#">CTL1000H</a>	Foundations of Curriculum & Pedagogy
<a href="#">CTL1001H</a>	Values and Schooling
<a href="#">CTL1005H</a>	Language, Literacy, and the School Curriculum
<a href="#">CTL1011H</a>	Anti-Oppression Education in School Settings
<a href="#">CTL1011H</a>	L'Éducation pour l'anti-oppression en milieu scolaire
<a href="#">CTL1016H</a>	Cooperative Learning Research and Practice
<a href="#">CTL1018H</a>	Introduction to Qualitative Inquiry in Curriculum, Teaching, and Learning
<a href="#">CTL1023H</a>	Technology and Education: Critical Perspectives on Theory and Practice
<a href="#">CTL1024H</a>	Poststructuralism and Education
<a href="#">CTL1026H</a>	Performed Ethnography
<a href="#">CTL1027H</a>	Facilitating Reflective Professional Development
<a href="#">CTL1029H</a>	From Student to Teacher: Professional Induction
<a href="#">CTL1031H</a>	Language, Culture, and Identity: Using the Literary Text in Teacher Development
<a href="#">CTL1033H</a>	Multicultural Perspectives in Teacher Development: Reflective Practicum
<a href="#">CTL1036H</a>	Thoughtful Teaching and Practitioner Inquiry
<a href="#">CTL1037H</a>	Teacher Development: Comparative and Cross-Cultural Perspectives
<a href="#">CTL1040H</a>	Fundamentals of Program Planning and Evaluation
<a href="#">CTL1041H</a>	Research Methods In Education
<a href="#">CTL1042H</a>	Instrument Development in Education
<a href="#">CTL1043H</a>	Research Issues in Alternative Assessments
<a href="#">CTL1046H</a>	Training Evaluation
<a href="#">CTL1047H</a>	Course Self-Assessment
<a href="#">CTL1048H</a>	Qualitative Methodology: Challenges and Innovations
<a href="#">CTL1049H</a>	Critical Practitioner Research in Education
<a href="#">CTL1060H</a>	Education and Social Development
<a href="#">CTL1062H</a>	Performed Ethnography and Research Informed Theatre
<a href="#">CTL1063H</a>	Pedagogies of Solidarity
<a href="#">CTL1064H</a>	Applied Theatre and Performance in Sites of Learning
<a href="#">CTL1065H</a>	Gender, Sexuality, and Schooling
<a href="#">CTL1099H</a>	Critical Approaches to Arts-Based Research
<a href="#">CTL1104H</a>	Play, Drama, and Arts Education
<a href="#">CTL1105H</a>	Research and Inquiry in Arts Education
<a href="#">CTL1106H</a>	Spirituality in Education
<a href="#">CTL1110H</a>	The Holistic Curriculum
<a href="#">CTL1116H</a>	Holistic Education Approaches in Elementary School Mathematics
<a href="#">CTL1117H</a>	Liberatory Practices in Drama and Education
<a href="#">CTL1119H</a>	Gaining Confidence in Mathematics: A Holistic Approach to Rebuilding Math Knowledge and Overcoming Anxiety
<a href="#">CTL1120H</a>	Effective Teaching Strategies in Elementary Mathematics Education: Research and Practice
<a href="#">CTL1121H</a>	Foundations of Wellness Through a Phenomenology of Practice (exclusion: <a href="#">CTL5045H</a> )
<a href="#">CTL1122H</a>	Exploring the Praxis of Environmental and Sustainability Education (exclusion: <a href="#">CTL5027H</a> )
<a href="#">CTL1200H</a>	Science in the School Curriculum
<a href="#">CTL1202H</a>	Mathematics in the School Curriculum: Elementary Teaching and Learning Science
<a href="#">CTL1206H</a>	Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society, and Environment (STSE) Education
<a href="#">CTL1207H</a>	Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society, and Environment (STSE) Education
<a href="#">CTL1208H</a>	Curriculum Issues in Science and Technology: An Historical Perspective
<a href="#">CTL1209H</a>	Current Issues in Science and Technology Education
<a href="#">CTL1211H</a>	Action Research in Science, Mathematics, and Technology Education
<a href="#">CTL1212H</a>	Curriculum Making in Science: Some Considerations in the History, Philosophy, and Sociology of Science
<a href="#">CTL1214H</a>	Equity Issues in Science Education



<a href="#">CTL1215H</a>	Teaching and Learning About Science and Technology: Beyond Schools
<a href="#">CTL1216H</a>	Teacher Leadership in Curriculum, Teaching, and Technology Education
<a href="#">CTL1217H</a>	Integrating Science, Mathematics, and Technology Curricula
<a href="#">CTL1218H</a>	Culture and Cognition in Mathematics, Science, and Technology Education
<a href="#">CTL1219H</a>	Making Secondary Mathematics Meaningful
<a href="#">CTL1220H</a>	Sociocultural Theories of Learning
<a href="#">CTL1221H</a>	Education for Human Goals Local and Global: How's Science Education Helping?
<a href="#">CTL1222H</a>	Environmental Studies in Science, Mathematics, and Technology Education
<a href="#">CTL1223H</a>	Activist Science and Technology Education
<a href="#">CTL1224H</a>	Curriculum Issues in Science Education (exclusion: <a href="#">CTL1799H</a> )
<a href="#">CTL1304H</a>	Cultural Studies and Education
<a href="#">CTL1306H</a>	La recherche qualitative en éducation: bases théoriques et pratiques
<a href="#">CTL1306H</a>	Qualitative Research Methods in Education: Concepts and Methods
<a href="#">CTL1307H</a>	Identité collective et éducation minoritaire de langue française
<a href="#">CTL1307H</a>	Identity Construction and Education of Minorities
<a href="#">CTL1309H</a>	Les stéréotypes sexuels dans les programmes scolaires
<a href="#">CTL1312H</a>	Democratic Citizenship Education
<a href="#">CTL1313H</a>	Gender Equity in the Classroom
<a href="#">CTL1316H</a>	Global Education: Theory and Practice
<a href="#">CTL1318H</a>	Teaching Conflict and Conflict Resolution
<a href="#">CTL1319H</a>	Religious Education: Comparative and International Perspectives
<a href="#">CTL1320H</a>	Introduction to Aboriginal Land-Centered Education: Historical and Contemporary Perspectives
<a href="#">CTL1321H</a>	Aboriginal Civilization: Language, Culture, and Identity
<a href="#">CTL1322H</a>	Literacies of Land: Narrative, Storying, and Literature
<a href="#">CTL1325H</a>	Citizenship Education, Pedagogy, and School Communities
<a href="#">CTL1330H</a>	Education and Peacebuilding in Conflict Zones: International Comparative Perspectives
<a href="#">CTL1331H</a>	Land-Centred Approaches to Research and Community Engagement
<a href="#">CTL1332H</a>	Introduction to Decolonization in Education (exclusion: <a href="#">CTL5010H</a> )
<a href="#">CTL1400H</a>	Classroom Adaptations and Instructional Strategies
<a href="#">CTL1402H</a>	Adaptive Instruction in Inclusive Classrooms
<a href="#">CTL1403H</a>	Special Education and Social Representation of Difference
<a href="#">CTL1406H</a>	The Origins of Modern Schooling: Issues in the Development of the North American Educational System
<a href="#">CTL1407H</a>	Rural Education and Social Reform in Canadian History, 1860-1960
<a href="#">CTL1424H</a>	Religion, Ideology, and Social Movement in the Development of North American Education
<a href="#">CTL1426H</a>	The History of Gender and Education in Canada
<a href="#">CTL1427H</a>	Commemorating Canada, 1800s-1900s
<a href="#">CTL1428H</a>	Immigration and the Development of Canadian Education
<a href="#">CTL1429H</a>	Ethnicity and the Development of Canadian Education
<a href="#">CTL1430H</a>	Gendered Colonialisms, Imperialisms, and Nationalisms in History
<a href="#">CTL1448H</a>	Popular Culture and the Social History of Education II
<a href="#">CTL1454H</a>	The Battle Over History Education in Canada
<a href="#">CTL1602H</a>	Introduction to Computers in Education
<a href="#">CTL1603H</a>	Introduction to Knowledge Building

<a href="#">CTL1604H</a>	Video/Multimedia Design
<a href="#">CTL1606H</a>	Computers in the Curriculum
<a href="#">CTL1608H</a>	Constructive Learning and Design of Online Environments
<a href="#">CTL1609H</a>	Educational Applications of Computer-Mediated Communication
<a href="#">CTL1611H</a>	Computer-Mediated Distance Education
<a href="#">CTL1612H</a>	The Virtual Library (Non-Credit)
<a href="#">CTL1797H</a>	Practicum in Curriculum & Pedagogy: Master's Level
<a href="#">CTL1798H</a>	Individual Reading and Research in Curriculum & Pedagogy: Master's Level
<a href="#">CTL5010H</a>	Special Topics in Curriculum: Masters Level to
<a href="#">CTL5037H</a>	

## Doctoral Level

<a href="#">CTL1808H</a>	Curriculum Innovation in Teacher Education
<a href="#">CTL1809H</a>	Narrative and Story in Research and Professional Practice
<a href="#">CTL1811H</a>	Writing Research/Research Writing: Moving from Idea to Reality
<a href="#">CTL1812H</a>	Professional Ethics of Teaching and Schooling
<a href="#">CTL1817H</a>	Current Issues in Teacher Education
<a href="#">CTL1818H</a>	Arts in Education: Concepts, Contexts, and Frameworks
<a href="#">CTL1819H</a>	Multicultural Literature in the Schools: Critical Perspectives and Practices
<a href="#">CTL1822H</a>	Urban School Research: Youth, Pedagogy, and the Arts
<a href="#">CTL1825H</a>	The Teacher as a Contemplative Practitioner
<a href="#">CTL1841H</a>	Research Seminar in Science, Mathematics, and Technology Education
<a href="#">CTL1844H</a>	Seminar in Evaluation Problems (prerequisite: <a href="#">CTL2803H</a> , <a href="#">CTL1843H</a> , or equivalent)
<a href="#">CTL1899H</a>	C&P Doctoral Proseminar in Curriculum & Pedagogy
<a href="#">CTL1923H</a>	Mobile and Ubiquitous Computing in Education
<a href="#">CTL1926H</a>	Knowledge Media and Learning
<a href="#">CTL1998H</a>	Individual Reading and Research in Curriculum & Pedagogy: Doctoral Level
<a href="#">CTL6000H</a>	Special Topics in C&P: Doctoral Level

# Language and Literacies Education

## Overview

The Language and Literacies Education (LLE) program investigates questions around the relationships of literacies in language, and language in literacies across communities, societies, instructional environments, and informal learning settings. The scope of the program encompasses: (a) the learning, teaching, and use of first and additional (non-native) languages in diverse settings; (b) curriculum, instruction, and assessment related to the development of first and additional language and K-12 literacy skills; (c) the development of bilingual, multilingual, and translinguistic abilities; (d) language and literacy education policies and planning; (e) pedagogy oriented towards multiliteracies development, including early literacy and adolescent reading, writing and oral language development, and children's literature across the curriculum; (f) social justice issues related to plurilingualism and cultural and linguistic diversity; and (g) pedagogical implications of the fact that language and literacy are infused into all aspects of learning in contexts characterized by

linguistic diversity. The program offers three degrees: MEd, MA and PhD, as well as an MEd program in the Field of Language Teaching.

## Master of Arts

Applicants expecting to pursue a doctorate in the future are advised to enrol in the MA (rather than the MEd) program in Language and Literacies Education (LLE). The MA program can be taken on a full-time or part-time basis.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Admission requires an appropriate bachelor's degree, with the equivalent of a University of Toronto mid-B or better in the final year, in a relevant discipline or professional program. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying.
- All applicants must submit a resum 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.

### Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** or eight half courses as follows.
  - A minimum of 2.0 FCEs in CTL 3000-level courses within the LLE program including [CTL3001H \*Research Colloquium in Language and Literacies Education\*](#) (0.5 FCE). Part-time students are expected to be available to take [CTL3001H](#) during daytime hours (usually Friday afternoons).
  - A research methods course relevant to the topic of the thesis (0.5 FCE). Any of the following courses can fulfil this requirement: [CTL1018H](#), [CTL1041H](#), [CTL1306H](#), [CTL3033H](#), [CTL3807H](#), [CTL3810H](#), [APD1296H](#), [APD3202H](#), [JOI1287H](#), [JOI1288H](#), [JOI3228H](#), or [SJE1905H](#).
  - Students wishing to propose an alternative course to fulfil one of the LLE course requirements will be required to obtain the approval of both the LLE graduate program coordinator and either their faculty advisor or their thesis supervisor.
  - Additional courses may be required of some applicants.
- **Thesis**
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and thesis ethical review.

### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## Master of Education

The Master of Education (MEd) degree program can be taken on a full-time or part-time basis.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies, which specify an appropriate bachelor's degree from a recognized university, with the equivalent of a University of Toronto mid-B or better in the final year. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- 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 resum 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 goals.

### Program Requirements

- **Coursework.** The MEd program consists of **5.0 full-course equivalents (FCEs)** including:
  - A minimum of 2.5 FCEs in CTL 3000-level courses.

### Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

### Field: Language Teaching

The field in Language Teaching includes a more structured focus on language teaching practice and integrates an engagement with scholarly research in Language and Literacies Education (LLE), with a commitment to excellence in teaching to support graduates careers as language teachers. Students pursuing this field will graduate with: (a) a solid theoretical and intellectual grounding in LLE research; (b) a course-based, practitioner focus on language teaching; and (c) the opportunity to gain practical experience in a language-education context. This field is only available on a full-time basis.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies, which specify an appropriate bachelor's degree from a recognized university, with the equivalent of a University of Toronto mid-B or better in the final year. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- 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 resume and a Statement of Intent describing their reasons for wishing to pursue this field, previous qualifications and professional experiences, particular research or professional interests, and future goals.

## Program Requirements

- **Coursework.** The MEd program consists of **5.0 full-course equivalents (FCEs)** as follows.
  - All students in the field must take the following courses (1.0 FCE):
    - [CTL3002H](#) *Second Language Teaching Methodologies*
    - [CTL3010H](#) *Second-Language Learning*
  - Students must then choose any three from the following courses (1.5 FCEs):
    - [CTL3000H](#) *Foundations of Bilingual and Multicultural Education*
    - [CTL3003H](#) *Planning and Organizing the Second Language Curriculum*
    - [CTL3013H](#) *Language Assessment*
    - [CTL3020H](#) *Writing in a Second Language*
    - [CTL3101H](#) *Language Awareness for Language Educators*
    - [CTL3797H](#) *Practicum in Language and Literacies Education: Masters Level* (recommended)
    - [CTL3808H](#) *The Role of Instruction in Second Language Learning*
    - [CTL XXXXH](#) *English for Academic Purposes (EAP) for Language Educators* [pending approval]
  - The remaining 2.5 FCEs can be elective courses taken towards the requirements of a collaborative specialization if applicable, or could be courses offered within the Department of Curriculum, Teaching and Learning or other departments at OISE or the University of Toronto.

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F)

## Time Limit

3 years full-time

## Doctor of Philosophy

Students participating in the PhD program must have a strong commitment to research. The Language and Literacies Education (LLE) program offers both full-time and flexible-time PhD options. Degree requirements for the full-time and flexible-time options are the same. Applicants must declare their preferred option when applying.

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- An appropriate master's degree with a grade equivalent to a University of Toronto B+ or better from a recognized university is required.

- 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 of relevant professional experience prior to applying.
- Applicants must submit a resume 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.

## Program Requirements

- **Coursework.** Students must complete **3.5 to 4.0 full-course equivalents (FCEs)** depending on previous experience and academic qualifications, as follows:
  - A minimum of 2.0 FCEs within the LLE program, including [CTL3001H](#) *Research Colloquium in Language and Literacies Education* (0.5 FCE) and [CTL3899H](#) *Proseminar in Language and Literacies Education* (0.5 FCE), if not previously taken at the master's level. If [CTL3001H](#) or [CTL3899H](#) was taken at the master's level, students are not permitted to take it again and should substitute it with another LLE program course (0.5 FCE).
  - A research methods course relevant to the topic of the thesis (0.5 FCE). Any of the following courses can fulfil this requirement: [CTL1018H](#), [CTL1041H](#), [CTL1306H](#), [CTL3033H](#), [CTL3807H](#), [CTL3810H](#), [APD1296H](#), [APD3202H](#), [JOI1287H](#), [JOI1288H](#), [JOI3228H](#), or [SJE1905H](#).
  - A student wishing to propose an alternative course to fulfil one of the LLE course requirements must obtain the approval of the LLE program coordinator and either their faculty advisor or thesis supervisor.
- **Comprehensive examination.**
- A **thesis** embodying the results of an original investigation, and a **Doctoral Final Oral Examination** on the content and implications of the thesis.
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, comprehensive examination, and thesis ethical review.
- Full-time PhD students must maintain full-time status throughout their program of study.
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- An appropriate master's degree with a grade equivalent to a University of Toronto B+ or better from a recognized university is required.
- 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 of relevant professional experience prior to applying.
- Applicants must submit a resume 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.
- Applicants should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements

- **Coursework.** Students must complete **3.5 to 4.0 full-course equivalents (FCEs)** depending on previous experience and academic qualifications, as follows:
  - A minimum of 2.0 FCEs within the LLE program, including CTL3001H *Research Colloquium in Language and Literacies Education* (0.5 FCE), if not previously taken at the master's level. If CTL3001H was taken at the master's level, students are not permitted to take it again and should substitute it with another LLE program course (0.5 FCE).
  - CTL3899H *Proseminar in Language and Literacies Education* (0.5 FCE), if not previously taken at the master's level. If CTL3899H was taken at the master's level, students are not permitted to take it again and should substitute it with another LLE program course (0.5 FCE).
  - A research methods course relevant to the topic of the thesis (0.5 FCE). Any of the following courses can fulfil this requirement: CTL1018H, CTL1041H, CTL1306H, CTL3033H, CTL3807H, CTL3810H, APD1296H, APD3202H, JOI1287H, JOI1288H, JOI3228H, or SJE1905H.
  - A student wishing to propose an alternative course to fulfil one of the LLE course requirements will be required to obtain the approval of the LLE program coordinator and either their faculty advisor or thesis supervisor.
- **Comprehensive examination.**
- A **thesis** embodying the results of an original investigation, and a **Doctoral Final Oral Examination** on the content and implications of the thesis.
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, comprehensive examination, and thesis ethical review.
- Students must register continuously until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.

## Program Length

7 years

## Time Limit

8 years

## MA, MEd, PhD Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

## Master's Level

<a href="#">APD1251H</a>	Reading in a Second Language
<a href="#">APD1296H</a>	Assessing School-Aged Language Learners
<a href="#">CTL3000H</a>	Foundations of Bilingual and Multicultural Education
<a href="#">CTL3001H</a>	Research Colloquium in Language and Literacies Education
<a href="#">CTL3002H</a>	Second Language Teaching Methodologies
<a href="#">CTL3003H</a>	Planning and Organizing the Second Language Curriculum
<a href="#">CTL3004H</a>	Language Awareness and its Role in Teacher Development
<a href="#">CTL3007H</a>	Discourse Analysis
<a href="#">CTL3007H</a>	Sminaire sur le langage et la communication
<a href="#">CTL3008H</a>	Critical Pedagogy, Language, and Cultural Diversity
<a href="#">CTL3010H</a>	Second-Language Learning
<a href="#">CTL3011H</a>	Cognitive, Sociolinguistic, and Sociopolitical Orientations in Bilingual Education Research
<a href="#">CTL3011H</a>	Bilinguisme et ducation
<a href="#">CTL3013H</a>	Language Assessment
<a href="#">CTL3015H</a>	Language and Literacies Education in Multilingual Contexts
<a href="#">CTL3018H</a>	Language and Planning and Policy
<a href="#">CTL3018H</a>	Politique et aménagement linguistique
<a href="#">CTL3020H</a>	Writing in a Second Language
<a href="#">CTL3024H</a>	Language Teacher Education
<a href="#">CTL3025H</a>	Educational Sociolinguistics
<a href="#">CTL3026H</a>	Pragmatics in Language Education
<a href="#">CTL3028H</a>	Literacy in Elementary Education
<a href="#">CTL3029H</a>	Children's Literature as a Foundation of Literate Behaviour Across the Curriculum
<a href="#">CTL3030H</a>	Theory and Practice in Elementary Literacy Instruction
<a href="#">CTL3031H</a>	Children's Literature Within a Multicultural Context
<a href="#">CTL3032H</a>	Teaching Writing in the Classroom
<a href="#">CTL3033H</a>	Literary Research Methodologies
<a href="#">CTL3034H</a>	New Literacies: Making Multiple Meanings
<a href="#">CTL3035H</a>	Critical Literacy in Action
<a href="#">CTL3036H</a>	Expressive Writing: Practice and Pedagogy
<a href="#">CTL3037H</a>	Biography in Educational Contexts
<a href="#">CTL3100H</a>	Communication and Second Language Learning in the Workplace
<a href="#">CTL3101H</a>	Language Awareness for Language Educators
<a href="#">CTL3410H</a>	Schooling in the Movies: Education as Reflected in Hollywood Films
<a href="#">CTL3411H</a>	Cinema and Historical Literacy
<a href="#">CTL3412H</a>	Shakespeare and Cultural Literacy
<a href="#">CTL3413H</a>	Reading Cinema and Cultural Identity
<a href="#">CTL3414H</a>	Historical Literacy and Popular Literacy
<a href="#">CTL3415H</a>	Educational Thought and Historical Literature

<a href="#">CTL3797H</a>	Practicum in Language and Literacies Education: Master's Level
<a href="#">CTL3798H</a>	Individual Reading and Research in Language and Literacies Education: Master's Level
<a href="#">CTL3899H</a>	Proseminar in Language and Literacies Education Program: Master's Level
<a href="#">CTL5300H</a>	Special Topics in Language and Literacies Education Program: Master's Level
CTL XXXXH [pending approval]	English for Academic Purposes (EAP) for Language Educators
<a href="#">CRE1001H</a>	Sminaire dtudes : ducation, francophonies et diversit
<a href="#">JTE1952H</a>	Language, Culture, and Education

## Doctoral Level

<a href="#">CTL3805H</a>	Multilingualism and Plurilingualism
<a href="#">CTL3806H</a>	Sociocultural Theory and Second Language Learning
<a href="#">CTL3807H</a>	Second Language Education Research Methods [RM]
<a href="#">CTL3808H</a>	The Role of Instruction in Second Language Learning
<a href="#">CTL3810H</a>	Second Language Classroom Research Methods
<a href="#">CTL3899H</a>	Proseminar in Language and Literacies Education
<a href="#">CTL3998H</a>	Individual Reading and Research in Language and Literacies Education: Doctoral Level
<a href="#">CTL6300H</a>	Special Topics in Language and Literacies Education Program: Doctoral Level

# Teaching

## Overview

The Master of Teaching (MT) program is one of the premier teacher education programs in Canada, combining a Master of Teaching degree with elementary or secondary teacher certification. Built around a cohort model, to provide students with a more collegial and collaborative learning experience, the program is suited for those who want to pursue a career in teaching combined with graduate study that may lead to a doctoral program. Students choose one of three program specializations (divisions): Primary/Junior, Junior/Intermediate or Intermediate/Senior. Each student in the elementary and secondary programs will choose an area of specialization (e.g., aboriginal education, social justice, teaching and the arts, etc.) in which they will take additional courses and develop even deeper expertise. As part of a graduate program, students are exposed to educational research across a wide variety of educational disciplines.

## Master of Teaching

### Program Description

This program involves two years of full-time study leading to a Master of Teaching (MT) 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 (P/J) divisions, the Junior and Intermediate (J/I) divisions, or the Intermediate and Senior (I/S) divisions of Ontario schools.

The MT 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 and educational law; equity diversity and inclusion; Indigenous education; educational technology; instructional planning; instructional design; and learning theory. Students enjoy four practice teaching experiences in which they develop their skills as teachers and extend the theoretical and practical knowledge they acquired in the academic portion of the program.

The program includes: formal coursework, teaching and research seminars, and practice teaching.

The 20-month program is normally completed on a full-time basis in 5 terms:

- Terms 1 and 2 (Fall and Winter sessions [September to April])
- Term 3 (Summer session [May to August])
- Terms 4 and 5 (Fall and Winter sessions [September to April]).

Registration in Terms 4 and 5 is contingent upon successful completion of all courses in Terms 1, 2, and 3 and two successful placements.

Applicants must select one of the following teaching divisions:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12)

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- Applicants must have an appropriate bachelor's degree with the equivalent of a University of Toronto mid-B or better in the final year.
- In their Statement of Intent, applicants should indicate their preferred division (i.e., Primary/Junior, Junior/Intermediate, or Intermediate/Senior) and describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of learners. 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 their resume applicants are requested to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students. For details about the Statement of Intent, visit the [MT program website](#).
- **Applicants to the Junior/Intermediate (J/I) division within the Elementary field must select one subject specialization, known as "teachable" or "teaching subject."** Before applying to the J/I division, applicants must ensure they have the required number of prerequisite courses for the teaching subject. The prerequisites for teaching subjects in the J/I division are a minimum of 3.0 full-course equivalents (FCEs) for the teaching subject from a recognized university. Note that the prerequisite for French (Second Language) is 5.0 FCEs. For more details about subject specializations and their prerequisites, visit the [MT program website](#).
- **Applicants to the Intermediate/Senior (I/S) division within the Secondary field must have two subject specializations, known as "teachable" or "teaching subject",** of which one subject is selected as their **first** subject specialization and one as their **second** subject specialization. Before applying to the I/S division, applicants must ensure they have the required number

of prerequisite courses for the teaching subject. The prerequisites are a minimum of 6.0 FCEs in the first teaching subject and a minimum of 3.0 FCEs in the second teaching subject from a recognized university. Note that the prerequisites for the teaching subjects French (Second Language), Science-Biology, Science-Chemistry, Science-Physics, and Science-General are 6.0 FCEs regardless of whether these teaching subjects are first or second subject specializations. For more details about subject specializations and their prerequisites, visit the [MT program website](#).

- Not all eligible applicants are guaranteed admission.
- A police record check is required in a practicum setting in both Years 1 and 2 of the program.

## Program Requirements

- **Coursework.** Students must complete **11.0 full-course equivalents (FCEs)** consisting of:
  - 8.0 FCEs: 16 (or equivalent) compulsory core courses; Primary/Junior and Junior/Intermediate divisions include quarter-credit courses.
  - 1.0 FCE: 2 elective courses.
  - 2.0 FCEs: 4 practice teaching courses: [CTL7080H](#), [CTL7081H](#), [CTL7082H](#), and [CTL7083H](#). There is one placement per course, totalling four teaching placements.
- On successful completion, students receive the MT degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification.
- Normally, advanced standing is not granted in this program.
- Students registered in the Primary/Junior and Junior/Intermediate divisions must successfully complete the non-credit seminar course [CTL7100H Mathematics Concepts for Elementary Teacher Candidates](#) (0.0 FCE), also known as MathPlus, during their first session of registration.

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W)

## Time Limit

3 years full-time

## MT Courses

### Primary/Junior Division (Junior Kindergarten to Grade 6)

#### Core Courses

<a href="#">CTL7000H</a>	Curriculum and Teaching in Literacy
<a href="#">CTL7001H</a>	Educational Professionalism, Ethics, and Law
<a href="#">CTL7002H</a>	Curriculum and Teaching in Mathematics
<a href="#">CTL7006H</a>	Educational Research 1
<a href="#">CTL7008H</a>	Introduction to Special Education and Mental Health
<a href="#">CTL7009H</a>	Anti-Discriminatory Education
<a href="#">CTL7011H</a>	Child and Adolescent Development and Learning
<a href="#">CTL7014H</a>	Fundamentals of Teaching and Learning
<a href="#">CTL7015H</a>	Educational Research 2
<a href="#">CTL7016H</a>	Integrating Technology into the Classroom: Issues and Activities

<a href="#">CTL7018H</a>	Curriculum and Teaching in Science and Environmental Education
<a href="#">CTL7019H</a>	Supporting English Language Learners
<a href="#">CTL7072H</a>	Curriculum and Teaching in Social Studies and Aboriginal Education
<a href="#">CTL7080H</a>	Practice Teaching Year 1 (Part 1) (Credit/No Credit)
<a href="#">CTL7081H</a>	Practice Teaching Year 1 (Part 2) (Credit/No Credit)
<a href="#">CTL7082H</a>	Practice Teaching Year 2 (Part 1) (Credit/No Credit)
<a href="#">CTL7083H</a>	Practice Teaching Year 2 (Part 2) (Credit/No Credit)
<a href="#">CTL7084H</a>	Issues in Numeracy (0.25 FCE)
<a href="#">CTL7085H</a>	Issues in Literacy (0.25 FCE)
<a href="#">CTL7086H</a>	Curriculum and Teaching in Music and Dance (0.25 FCE)
<a href="#">CTL7087H</a>	Curriculum and Teaching in Drama and Dance (0.25 FCE)
<a href="#">CTL7088H</a>	Curriculum and Teaching in Visual Arts (0.25 FCE)
<a href="#">CTL7089H</a>	Curriculum and Teaching in Physical Education (0.25 FCE)
<a href="#">CTL7100H</a>	Mathematics Concepts for Elementary Teacher Candidates* (Non-credit)

\*Students registered in the Primary/Junior division must successfully complete the non-credit seminar course [CTL7100H Mathematics Concepts for Elementary Teacher Candidates](#), also known as MathPlus, during their first session of registration.

## Elective Courses

Plus 1.0 FCE Two elective courses

### Junior/Intermediate Division (Grade 4 to Grade 10)

#### Core Courses

<a href="#">CTL7000H</a>	Curriculum and Teaching in Literacy
<a href="#">CTL7001H</a>	Educational Professionalism, Ethics, and Law
<a href="#">CTL7002H</a>	Curriculum and Teaching in Mathematics
<a href="#">CTL7006H</a>	Educational Research 1
<a href="#">CTL7008H</a>	Introduction to Special Education and Mental Health
<a href="#">CTL7009H</a>	Anti-Discriminatory Education
<a href="#">CTL7011H</a>	Child and Adolescent Development and Learning
<a href="#">CTL7013H</a>	Arts in Education
<a href="#">CTL7014H</a>	Fundamentals of Teaching and Learning
<a href="#">CTL7015H</a>	Educational Research 2
<a href="#">CTL7016H</a>	Integrating Technology into the Classroom: Issues and Activities
<a href="#">CTL7018H</a>	Curriculum and Teaching in Science and Environmental Education
<a href="#">CTL7019H</a>	Supporting English Language Learners
<a href="#">CTL7072H</a>	Curriculum and Teaching in Social Studies and Aboriginal Education
<a href="#">CTL7080H</a>	Practice Teaching Year 1 (Part 1) (Credit/No Credit)
<a href="#">CTL7081H</a>	Practice Teaching Year 1 (Part 2) (Credit/No Credit)
<a href="#">CTL7082H</a>	Practice Teaching Year 2 (Part 1) (Credit/No Credit)
<a href="#">CTL7083H</a>	Practice Teaching Year 2 (Part 2) (Credit/No Credit)
<a href="#">CTL7084H</a>	Issues in Numeracy (0.25 FCE)
<a href="#">CTL7085H</a>	Issues in Literacy (0.25 FCE)
<a href="#">CTL7100H</a>	Mathematics Concepts for Elementary Teacher Candidates* (Non-credit)

\*Students registered in the Junior/Intermediate division must successfully complete the non-credit seminar course [CTL7100H](#)

*Mathematics Concepts for Elementary Teacher Candidates*, also known as MathPlus, during their first session of registration.

## Elective Courses

Plus 0.5 FCE One subject specialization course selected from [CTL7050H](#) to [CTL7060H](#)  
Plus 1.0 FCE Two elective courses

For Junior/Intermediate certification, students take **one subject specialization course** in Year 2 (the list of subject specializations are subject to change):

## Junior/Intermediate Subject Specialization Courses

<a href="#">CTL7050H</a>	Intermediate Teaching Subject English (First Language)
<a href="#">CTL7051H</a>	Intermediate Teaching Subject French (Second Language)
<a href="#">CTL7052H</a>	Intermediate Teaching Subject Geography
<a href="#">CTL7053H</a>	Intermediate Teaching Subject Health and Physical Education
<a href="#">CTL7054H</a>	Intermediate Teaching Subject History
<a href="#">CTL7055H</a>	Intermediate Teaching Subject Mathematics
<a href="#">CTL7056H</a>	Intermediate Teaching Subject Music-Instrumental
<a href="#">CTL7057H</a>	Intermediate Teaching Subject Music-Vocal
<a href="#">CTL7058H</a>	Intermediate Teaching Subject Science-General
<a href="#">CTL7059H</a>	Intermediate Teaching Subject Visual Arts
<a href="#">CTL7060H</a>	Intermediate Teaching Subject Drama

## Prerequisites

Before applying to the Junior/Intermediate division, applicants must ensure they have the required number of prerequisite courses for the teaching subjects. See the admission requirements above for details or visit the [MT program website](#) for subject specializations and their required prerequisites.

## Intermediate/Senior Division (Grade 7 to Grade 12)

### Core Courses

<a href="#">CTL7006H</a>	Educational Research 1
<a href="#">CTL7007H</a>	Authentic Assessment
<a href="#">CTL7008H</a>	Introduction to Special Education and Mental Health
<a href="#">CTL7009H</a>	Anti-Discriminatory Education
<a href="#">CTL7011H</a>	Child and Adolescent Development and Learning
<a href="#">CTL7014H</a>	Fundamentals of Teaching and Learning
<a href="#">CTL7015H</a>	Educational Research 2
<a href="#">CTL7016H</a>	Integrating Technology into the Classroom: Issues and Activities
<a href="#">CTL7019H</a>	Supporting English Language Learners
<a href="#">CTL7070H</a>	Issues in Secondary Education 2
<a href="#">CTL7073H</a>	Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction
<a href="#">CTL7074H</a>	Issues in Educational Law, Policy, and Ethics
<a href="#">CTL7080H</a>	Practice Teaching Year 1 (Part 1) (Credit/No Credit)
<a href="#">CTL7081H</a>	Practice Teaching Year 1 (Part 2) (Credit/No Credit)
<a href="#">CTL7082H</a>	Practice Teaching Year 2 (Part 1) (Credit/No Credit)

<a href="#">CTL7083H</a>	Practice Teaching Year 2 (Part 2) (Credit/No Credit)
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## Elective Courses

Plus 1.0 FCE First subject specialization course selected from [CTL7020Y](#) to [CTL7041Y](#); see full course list below  
Plus 1.0 FCE Second subject specialization course selected from [CTL7020Y](#) to [CTL7041Y](#); see full course list below  
Plus 1.0 FCE Two elective courses

## Intermediate/Senior Specialization Courses

The Intermediate/Senior students must have two subject specializations. Students must select one subject specialization from the following list as their **first** subject specialization and one as their **second** subject specialization (the list of subject specializations is subject to change).

<a href="#">CTL7020Y</a>	Curriculum and Teaching in English
<a href="#">CTL7021Y</a>	Curriculum and Teaching in History
<a href="#">CTL7022Y</a>	Curriculum and Teaching in Mathematics
<a href="#">CTL7023Y</a>	Curriculum and Teaching in Science: Biology
<a href="#">CTL7024Y</a>	Curriculum and Teaching in Science: Chemistry
<a href="#">CTL7025Y</a>	Curriculum and Teaching in Science: Physics
<a href="#">CTL7026Y</a>	Curriculum and Teaching in Science: General
<a href="#">CTL7027Y</a>	Curriculum and Teaching in Social Science: General
<a href="#">CTL7028Y</a>	Curriculum and Teaching in Geography Intermediate/Senior
<a href="#">CTL7029Y</a>	Curriculum and Teaching in Music: Instrumental
<a href="#">CTL7030Y</a>	Curriculum and Teaching in Music: Vocal
<a href="#">CTL7031Y</a>	Curriculum and Teaching in Health and Physical Education
<a href="#">CTL7032Y</a>	Curriculum and Teaching in Visual Arts Intermediate/Secondary
<a href="#">CTL7033Y</a>	Curriculum and Teaching in Dramatic Arts Intermediate/Secondary
<a href="#">CTL7034Y</a>	Curriculum and Teaching in French as a Second Language Intermediate/Secondary
<a href="#">CTL7035Y</a>	Curriculum and Teaching in Business Studies General
<a href="#">CTL7036Y</a>	Curriculum and Teaching in Business Studies: Accounting Intermediate/Secondary
<a href="#">CTL7041Y</a>	Curriculum and Teaching in Religious Education

## Prerequisites

Before applying to the Intermediate/Senior division, applicants must ensure that they have the required number of prerequisite courses for the teaching subjects. See the admission requirements above for details or visit the [MT program website](#) for teaching subject specializations and their prerequisites.

## Religious Education

All MT students interested in teaching in the Ontario Catholic School system can choose to take the [Teaching in Ontario's Catholic Schools course](#) through the Continuing and Professional Learning office. This course is required by the Catholic boards as a prerequisite for a job interview and as a condition of employment. Offered in Year 1 of the MT program, this course is in addition to the degrees program requirements.

## Curriculum, Teaching and Learning Courses

### CRE1001H - Éducation, francophonies et diversité

**Credit Value:** 0.50  
**Hours:** 36L

This seminar proposes to study, from a range of perspectives, Francophone minorities within local, national and international spaces. It will discuss the processes of minoritization and exclusion existing within and towards francophone minorities. The study of issues structuring the French-speaking space is an opportunity to bring to light the transformative processes that have taken shape, have been contested, and which have succeeded each other as debates have evolved over time and to identify the actors involved, their motivations, the context of their actions and the categories of classification that emerged from these debates. Similarly, the study of linguistic minorities has led to the exploration of a large number of theoretical concepts and advances stemming from various disciplines and traditions. This seminar will thus serve as a forum for examining how to achieve a better understanding of the issues facing linguistic minorities and to formulate new research questions by using various theoretical orientations and putting them to work.

This is the core required course for all students enrolled in the Collaborative Specialization: Education, Francophonies and Diversity.

**Method of Delivery:** In Class

### CTL1000H - Foundations of Curriculum & Pedagogy / Fondements de l'étude des programmes scolaires

**Credit Value:** 0.50  
**Hours:** 36L

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; (c) 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.

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 C&P 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.

**Method of Delivery:** In Class

### CTL1011H - Anti-Oppression Education in School Settings / L'éducation pour l'anti-oppression en milieu scolaire

**Credit Value:** 0.50  
**Hours:** TBA

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.

Ce cours identifiera comment les systèmes d'oppression et les pratiques éducatives oppressives se manifestent au sein des milieux scolaires –par exemple, dans les interactions entre personnel enseignant et élèves, personnel administratif et personnel enseignant, élèves et élèves, élèves et le programme scolaire, le personnel enseignant et le programme scolaire, le personnel enseignant et les parents, les parents et le personnel administratif – et nous abordons comment nous pouvons nous servir de ces espaces ou en créer des nouveaux par le biais des pratiques éducatives axées sur l'anti-oppression. Nous tenterons de lier nos discussions de la pratique à la théorie et nos discussions de la théorie à la pratique. Le cours abordera des stratégies d'anti-oppression liées à la différence sociale en milieu scolaire, notamment le genre, la classe sociale, la race, l'identité sexuelle, l'âge, l'handicap, la langue, la nationalité et d'autres distinctions qui influent sur la participation des acteurs scolaires et leur approche à la participation.

**Exclusion:** Students who have previously taken [CTL7009H](#) are prohibited from taking this course.

**Method of Delivery:** Online, In Class

### CTL1016H - Cooperative Learning Research and Practice

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class



## CTL1018H - Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1024H - Poststructuralism and Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1026H - Improving Teaching

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1027H - Facilitating Reflective Professional Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1031H - Language, Culture, and Identity: Using the Literary Text in Teacher Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1033H - Multicultural Perspectives in Teacher Development: Reflective Practicum

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1037H - Teacher Development: Comparative and Cross-Cultural Perspectives

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1040H - Fundamentals of Program Planning and Evaluation [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1041H - Research Methods in Education [RM] / Introduction à la recherche empirique en éducation

**Credit Value:** 0.50  
**Hours:** TBA

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.

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.

**Method of Delivery:** Online, In Class

## CTL1046H - Training Evaluation

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1047H - Course-Self-Assessment

**Credit Value:** 0.50  
**Hours:** TBA

This course examines the concept of self-assessment and its relationship to learning and other psychological constructs, construction and validation of self-assessment measures, psychometric properties of self-assessment, how learners assess their learning, and how teachers and professionals in social and health services assess the quality and effects of their practices. The course emphasizes practice as well as theory and research. Some

of the topics include methods of self-assessment; cognitive processes; psychometric issues and sources of bias in self-assessment; correlates of self-assessment; learner self-assessment and teacher or professional self-assessment.

**Method of Delivery:** Online, In Class

## CTL1048H - Qualitative Methodology: Challenges and Innovations [RM]

**Credit Value:** 0.50  
**Hours:** TBA

Working within a broad discussion of methodology and the problems of theory and praxis particular to a 'global', postmodern, and neoliberal era, this course invites students to work through methodological dilemmas, choices and experiments within the context of their own research projects and in conversation with a variety of qualitative methodologists. Readings will propose critical, creative, and collaborative solutions to a range of contemporary qualitative methodology concerns in the field of education today. In particular, the problematics of gender and race, the impact of neoliberal politics on workers and learners, the tensions of local and global, the competing epistemologies of art and science, structural and post-structural, the ethical relations between researchers and research participants, the challenges of 'representation', the struggles over claims to truth are some of the subjects to be addressed in the discussion of research design and methodology.

**Exclusion:** [CTL1799H](#) Qualitative Methodology: Challenges and Innovations

**Method of Delivery:** In Class

## CTL1049H - Critical Practitioner Research in Education

**Credit Value:** 0.50  
**Hours:** TBA

This course explores inquiry as a methodological stance on practice, a framework for investigating and addressing critical issues in school, classroom, and community-based research. What Cochran-Smith and Lytle (2001; 2009) have theorized as an inquiry stance invites educators to regard educational projects as sites of knowledge generation, occurring within social, historical, cultural, and political contexts. With its emphasis on the intimate relationship between knowledge and practice, this concept foregrounds the role that practitioners can play—individually and collectively—in generating understandings, rich conceptualizations, in the service of enacting new educational possibilities. Taking an inquiry stance involves constructively problematizing conventional educational arrangements, interrogating how knowledge is constructed, evaluated and used in various settings, and re-imagining the roles practitioners might play in actualizing change in their work contexts.

Drawing on this notion of inquiry as stance, this course will explore what it means to be a practitioner researcher in educational institutions and community-based organizations. This course is intended for MA and PhD students interested in exploring the possibilities and the potential of developing new understandings and research within actual educational contexts that they shape daily. This may include a range of initiatives, from developing small-scale studies to inform ongoing practice to developing larger research projects, including practitioner inquiry dissertations. The course will pay particular attention to the conceptual and experiential frameworks that practitioners bring to site-based educational research. We will consider critical practitioner research in relation to other methodological approaches as well as educational

conversations about the nature of research, with special consideration of how research might shape practice and inform policy and the potential contributions practitioners can make.

**Prerequisite:** No prerequisite required. Introductory course on qualitative methodologies recommended.

**Method of Delivery:** In Class

## CTL1060H - Education and Social Development

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1062H - Performed Ethnography and Research Informed Theatre [RM]

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide students with an opportunity to learn about the arts-based research methods of performed ethnography and research-informed theatre. Performed ethnography, also known as performance ethnography and ethnodrama, involves turning the findings of ethnographic research into a play script that can be read aloud by a group of participants or performed before audiences. Performed ethnography can be seen as one kind of research-informed theatre. Other examples of research-informed theatre we will look at in this course include autobiographical theatre, community theatre, verbatim theatre, documentary theatre, tribunal theatre and history theatre.

**Exclusion:** [CTL5010H](#) Special Topics in Curriculum Studies and Teacher Development: Masters Level: Performed Ethnography and Research Informed Theatre [RM]

**Method of Delivery:** In Class

## CTL1063H - Pedagogies of Solidarity

**Credit Value:** 0.50  
**Hours:** TBA

Taking as a starting point a conception of pedagogy that centres relational encounters, this course seeks to consider the question of how to enter into relationships with others that seek to transform the very terms that define such relationships. The course explores how the concept of solidarity has been used to both explain the nature of

social relationships between groups and individuals, as well as how it has been mobilized as a strategy for political work. In both counts, solidarity plays a key pedagogical role because it seeks to either sustain or challenge particular social arrangements. The course takes education and educational experience as a particular site for thinking through solidarity as both explanation and strategy, and considers a range of educational situations, including the classroom, to consider the complexities of solidarity as ethical encounters in pedagogical relations.

**Method of Delivery:** In Class

## CTL1064H - Applied Theatre and Performance in Sites of Learning

**Credit Value:** 0.50  
**Hours:** TBA

This course will examine the research of, and different approaches to, applied and socially engaged theatre. Practitioners engaged in forms of applied theatre, such as drama in education, theatre for development, Verbatim theatre, participatory theatre etc. often believe creating and witnessing theatrical events can make a difference to the way people interact with one another and with the world at large. The 'social turn' in theatre is understood politically, artistically, and educationally to be in the service of social change, although there is certainly no single nor consistent ideological position that supports the expansive use of theatre in classrooms and communities. Theatre has been consistently used in formal and informal educational settings as a way to galvanize participation and make learning more relational, or more a student/participant-centred rather than teacher/facilitator-centred proposition. In addition to exploring the educational value of applied theatre in a range of contexts and through a variety of interventions and intentions, the course will also contemplate the ethics and poetics of representation in performance and in research.

**Exclusion:** [CTL1799H](#) Applied Theatre and Performance in Sites of Learning

**Method of Delivery:** In Class

## CTL1099H - Critical approaches to arts-based research

**Credit Value:** 0.50  
**Hours:** TBA

This course examines how creative practices can be employed to generate innovative research in the humanities and social sciences. Course participants will analyze current debates on representation, rationale, and ethics, and in particular they will examine how arts-based practices/processes can move educational research towards more critical, democratic, and participatory forms of research by attending to issues of social justice and equity.

**Method of Delivery:** In Class

## CTL1104H - Play, Drama, and Arts Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1106H - Spirituality in Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1110H - The Holistic Curriculum

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1119H - Gaining Confidence in Mathematics: Reconstructing Mathematics Knowledge and Overcoming Anxiety (K-8)

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1120H - Effective Teaching Strategies in Elementary Mathematics Education: Research and Practice

**Credit Value:** 0.50

**Hours:** TBA

During this highly interactive course, graduate students will investigate in depth, current research on effective teaching strategies in elementary mathematics focusing on student communication and its implications for classroom practice. This course will also provide opportunities for graduate students to deepen their understanding of the research literature through hands-on activities, student work samples, and classroom-researched videos. We will examine the research related to student discourse and communication in order to explore not only students' understanding of mathematical concepts, but also the use of mathematical language and the social interactions that take place between students. No experience in teaching mathematics or previous coursework related to mathematics is required.

**Method of Delivery:** In Class

## CTL1121H - Foundations of Wellness Through a Phenomenology of Practice

**Credit Value:** 0.50

**Hours:** 36L

This course will focus on the holistic nature of wellness, through a phenomenology of practice. Phenomenology of practice is an approach that concentrates on the study of consciousness and the objects of direct experience and relates to the meaning and practice of phenomenology in professional contexts, as well as the practice of phenomenological methods in the context of everyday living. In this course, phenomenological reflection, using aspects of multimedia, will be employed in a concentrated effort to engage with the complexity of the topic of wellness. The course begins with questions relating to the meaning of "wellness," by exploring philosophical and historical orientations towards wellness. Seminars will survey concepts, issues and approaches associated with wellness and educative practice. Theoretical and practical problems will be examined through themes such as sources of self, reality constructions, human agency and awareness.

**Exclusion:** [CTL5045H](#)

**Method of Delivery:** In Class

## CTL1122H - Exploring the Praxis of Environmental & Sustainability Education

**Credit Value:** 0.50

**Hours:** 36L

This course explores the theory and practice (praxis) of Environmental and Sustainability Education (ESE) in school and community settings. Students will investigate the historical roots, theoretical foundations and pedagogical traditions of ESE from personal and organizational perspectives, contextualizing these in recent developments in research, policy, and practice in Canada and internationally. The praxis of ESE will be situated in relation to equity, social justice, Indigenous ways of knowing, health and wellbeing, and transformative learning. Students will use this as a starting point to explore and develop practices in ESE in classrooms and community settings as a means to better position and integrate ESE in their own work as educators and researchers.

**Exclusion:** CTL5027H

**Method of Delivery:** In Class

## CTL1202H - Mathematics in the School Curriculum: Elementary

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1206H - Teaching and Learning Science

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1207H - Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1209H - Current Issues in Science and Technology Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1212H - Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1214H - Equity Issues in Science Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1215H - Teaching and Learning about Science and Technology: Beyond Schools

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1216H - Teacher Leadership in Science, Mathematics and Technology Education

**Credit Value:** 0.50

**Hours:** TBA

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. During the course, participants will be required to interview a colleague, and to arrange access to a classroom or instructional setting to conduct some action research on their own leadership by observing and providing feedback to another teacher, instructor or colleague.

**Method of Delivery:** Online, In Class

## **CTL1217H - Integrating Science, Mathematics and Technology Curricula**

**Credit Value:** 0.50  
**Hours:** TBA

This course focuses on curriculum issues associated with integrating school science, mathematics and technology. Participants will examine the contemporary literature on curriculum integration. 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. During the course, participants will be required to interview a colleague, and to arrange access to a classroom or instructional setting to conduct some action research on their own integrated teaching practices.

**Method of Delivery:** Online, In Class

## **CTL1218H - Culture and Cognition in Mathematics, Science and Technology Education**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **CTL1219H - Making Secondary Mathematics Meaningful**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## **CTL1220H - Sociocultural Theories of Learning**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **CTL1221H - Education for Human Goals Local and Global: How's Science Education Helping?**

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## **CTL1222H - Environmental Studies in Science, Mathematics and Technology Education**

**Credit Value:** 0.50  
**Hours:** TBA

In this course we will explore teaching and learning about environmental education (EE) through science, mathematics and technology education. Environmental education is a particularly timely topic given the recent changes to Ontario curriculum and the renewed interest in environmental issues nationally and internationally. Central to this course is a commitment to a teaching and learning continuum that includes the use of schools, school grounds, the local and broader community, and outdoor education centres. All of these 'places' become contexts in which educators

can explore environmental education. In this course, we will attempt to link our discussions to the theory and practice of EE education. Specifically, we will examine the notion of environmental literacy and citizenship, current changes in Ontario curriculum and policy, the relationship between EE and nature, sustainable development and social justice, place-based education, outdoor education, and EE and Indigenous knowledges. The course also examines the philosophical and ideological orientations and competing frameworks that underpin the EE movement in Canada and elsewhere, and identifies some of the theoretical and practical problems surrounding its implementation.

**Method of Delivery:** Online, In Class

## CTL1223H - Activist Science & Technology Education

**Credit Value:** 0.50

**Hours:** TBA

This course, open to Masters and Doctoral students in education, addresses theory and practice regarding relationships among various powerful individuals and groups in societies (e.g., corporations, transnational organizations, banks, financiers, politicians, think tanks, technologies, advertisements) and fields of professional science and technology regarding the extent to which they may contribute to the wellbeing of individuals, societies and environments. Attention also is paid to citizens' roles in conducting research and using findings to inform socio-political actions to influence powerful people/groups and fields of science and technology promoting a better world.

**Method of Delivery:** Online, In Class

## CTL1224H - Curriculum Issues in Science Education

**Credit Value:** 0.50

**Hours:** 36L

This course aims to illuminate contemporary Canadian and international debate in science education by providing insights into the nature of curriculum change through a critical analysis of episodes in science curriculum history. Students will have an opportunity to explore K-12 school science curricula at global, national, provincial, and classroom levels. The course has a metacognitive focus where students are encouraged to reflect on their own learning processes as well as those of science learners in other contexts. The course is framed by the question: How can an examination of the ways that science education has developed and been mobilised in different classroom contexts inform our focus for the future of science education?

**Exclusion:** [CTL1799H](#) Special Topics in Curriculum: Master's Level: Curriculum Issues in Science Education

**Method of Delivery:** In Class

## CTL1304H - Cultural Studies and Education / Études culturelles et éducation

**Credit Value:** 0.50

**Hours:** TBA

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.

La notion de " culture " provient de plusieurs disciplines depuis le début du 20e siècle. Les " études culturelles " représentent une synthèse récente et une re-évaluation critique de quelques unes de 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.

**Method of Delivery:** Online, In Class

## CTL1306H - Qualitative Research Methods in Education: Concepts and Methods [RM] / La recherche qualitative en éducation: bases théoriques et pratiques [RM] / La recherche qualitative en éducation: bases théoriques et pratiques [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

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.

**Method of Delivery:** In Class

## CTL1307H - Identity Construction and Education of Minorities / Identité collective et éducation minoritaire de langue française

**Credit Value:** 0.50

**Hours:** TBA

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.

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.

**Method of Delivery:** In Class

## CTL1312H - Democratic Citizenship Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1313H - Gender Equity in the Classroom

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1318H - Teaching Conflict and Conflict Resolution

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1319H - Religious Education: Comparative And International Perspectives

**Credit Value:** 0.50  
**Hours:** TBA

This course presents and examines various international and comparative perspectives on religious education within and across Buddhist, Christian, Hindu, Islamic, and Jewish faith communities. We will critically and comparatively engage in the policies, practices, and research on religious education in public and faith-based schools Canada and internationally. No previous knowledge or coursework on religious education is necessary.

**Method of Delivery:** In Class

## CTL1320H - Introduction to Aboriginal Land-centered Education: Historical and Contemporary Perspectives

**Credit Value:** 0.50  
**Hours:** TBA

This course is designed as an introductory course for both Aboriginal (FNMI) and non-Aboriginal educators and professional practitioners focusing on issues related to teaching and learning in Aboriginal contexts in both urban and rural communities in Canada and more generally across Turtle Island (North America). We will be examining Indigenous ways of knowing and consider the ways this knowledge may inform teaching and professional practices for the benefit of all. Historical, social, and political issues as well as cultural, spiritual and philosophical themes will be examined in relation to developing culturally relevant and responsive curricula, pedagogies and practices. There is a particular emphasis placed on understandings of land and culture as it relates to constructions of the self in relation to education. The course is constructed around three modules. The first module focuses on exploring historical, social and political contexts, background and related factors that have and continue to influence current realities of FNMI students in Canada. The second module of the course focuses on examining where we are now – here in this time – particularly with regard to educational



considerations which includes constructions of the self and community engagement. The third module explores some of the ways we might all move forward together in respectful relationships.

**Method of Delivery:** In Class

## CTL1321H - Aboriginal Civilization: Language, Culture and Identity

**Credit Value:** 0.50

**Hours:** TBA

This course is designed for both Aboriginal and non-Aboriginal educators and professional practitioners and examines Aboriginal (FNMI) perspectives on language, culture, and identity while looking at how this knowledge can inform teacher and professional practices to the benefit of all learners. In relation to developing culturally relevant and responsive curriculum, pedagogies and professional practices we will explore some of the tangled historical, socio-cultural and - political issues. We will also develop an understanding of FNMI peoples as a complete civilization (a complete way of being in the world) that includes the complex interplay of various aspects of civilization such as culture, literacies, language, arts, architecture, spiritual practices, and philosophical themes. Educators and professional practitioners will come away with enhanced critical thinking skills and active engagement with the issues through discussions and hands-on learning opportunities in order to move forward and be able to create more inclusive, fulfilling learning environments in both urban and rural contexts.

**Prerequisite:** [CTL1320H](#) or permission of instructor.

**Method of Delivery:** In Class

## CTL1322H - Literacies of Land: Narrative, Storying and Literature

**Credit Value:** 0.50

**Hours:** TBA

This course is designed for both Aboriginal and non-Aboriginal educators and professional practitioners and examines Aboriginal (FNMI) perspectives on literacies grounded in understandings of Land (capital "L") while looking at how these literacies can inform teacher and professional practices to the benefit of all learners. In relation to developing culturally relevant and responsive curriculum, pedagogies and professional practices we will explore some of the various literacies and ways to support literacy success in classrooms. We will explore culturally aligned texts, stories, and oral narratives together with symbolically rich themes that support literacies of land as living and emergent. Educators and professional practitioners will come away with enhanced critical thinking skills and active engagement with the issues concerning literacies through discussions and hands-on learning opportunities in order to move forward and be able to create more inclusive, fulfilling learning environments in both urban and rural contexts.

**Prerequisite:** [CTL1320H](#) or permission of instructor.

**Method of Delivery:** In Class

## CTL1325H - Citizenship Education, Pedagogy, and School Communities

**Credit Value:** 0.50

**Hours:** 36L

This course is designed to explore and analyze evolving and contrasting characterizations of citizenship education in school communities, primarily in Canada. Particular attention is given to the ways in which teachers translate varying theoretical perspectives and curricular intentions into pedagogical practice as they address such themes as informed citizenship, civic identity, civic literacy, controversial public issues, and community engagement and activism. Instruction for this course includes a mixture of directed and interactive presentations, discussion, and inquiry modes. In doing so, candidates are provided with opportunities to deepen their language of conceptualization, their skills of analysis and critique, and their research abilities. Candidates will also be encouraged to take a personal stance on curricular and pedagogical perspectives in relation to citizenship education.

**Exclusion:** Note: This course was formerly numbered as [CTL1799H](#) Citizenship education, pedagogy, and school communities. Students who have successfully completed that course are prohibited from taking [CTL1325H](#).

**Method of Delivery:** In Class

## CTL1330H - Education and Peacebuilding in Conflict Zones: International Comparative Perspectives

**Credit Value:** 0.50

**Hours:** TBA

This course examines education's role in exacerbating, mitigating, or transforming direct and indirect (systemic) violence, and in building sustainable democratic justice and peace, in different kinds of conflict zones around the world (such as divided and post-colonial societies, post-war reconstruction, refugee education, and societies suffering escalated gang criminality). We address conflict, justice, relational and peace-building learning opportunities and dilemmas embedded in various curricula and local/international initiatives. Themes include: education in 'emergency' and 'fragile state' contexts; securitization and colonization vs. humanization and restorative/transformational justice in education; history education for violence or peace; education for human rights and social cohesion; inter-group contact and integrated schooling; conflict resolution capability development; and teacher development for democratic peacebuilding. Participants will gain competence and confidence in conflict (transformation) analysis and in applying contrasting theories to contrasting examples of practice.

**Exclusion:** Note: This course was formerly [CTL1799H](#) Education and Peacebuilding in Conflict Zones: International Comparative Perspectives. Students who have taken that course are prohibited from taking [CTL1330H](#).

**Method of Delivery:** In Class

## CTL1331H - Land-Centred Approaches to Research and Community Engagement

**Credit Value:** 0.50

**Hours:** 36L

Indigenous research is a dynamic, collaborative and rapidly expanding field of study and practice. This course invites students to explore and apply their growing understandings of the relationship between Indigenous research and community engagement through an in-depth review of relevant literature, independent study and group work, critical engagement, and experiential learning. This course a theoretical, conceptual and applied exploration of Indigenous approaches to conducting research and engages in topics dealing with ideological, socio-cultural -political, and ethical issues that inform Indigenous Land-centered (capital "L") research

and community engagement across various landscapes, community, and educational contexts including but not limited to philosophies, frameworks, protocols, and practices. This course also examines specific topics such as research ownership, process and outcomes framed around the 5 R's (relationship, respect, relevance, reciprocity and responsibility) in relation to Indigenous research from Land-centred and place-specific philosophical contexts. The course also includes an exploration of the governance by Indigenous communities of their own research and ethical review processes. In relation to developing culturally relevant, responsive and emergent research processes we will explore some of the various ways to do research and engage respectfully and meaningfully with Indigenous communities. Educators, researchers, and professional practitioners will come away with enhanced critical thinking skills and active engagement with the issues concerning emergent, responsive, and respectful Indigenous research and community engagement through discussions and hands-on learning opportunities in both urban and rural contexts. There is a particular emphasis placed on philosophical nature of Land in relation to Indigenous research and community engagement together with constructions of the self in relationship to diverse research contexts. This course uses relevant research articles, activities, and various forms of media to foster an understanding of the pertinent literature and to assist students in engaging with some of the realities that face both Indigenous and non-Indigenous people across Turtle Island as they endeavour to engage in respectful and meaningful research. The course brings together a variety of decolonizing and anti-oppressive approaches to understanding the contexts of doing research so that educators, researchers and professional practitioners will come away with a better understanding of Indigenous research and the issues affecting insider/outsider researchers, as well as some better tools that can help develop and implement more inclusive, meaningful, fulfilling, and culturally relevant research in both urban and rural contexts and places both within Turtle Island and across the great waters. The course will explore understandings of what it means to conduct research with Indigenous peoples on the issues of pressing concern to communities across diverse contexts and asks what it means to decolonize research. It will also apply socio-cultural and socio-political frameworks to both theoretical and applied issues.

**Method of Delivery:** In Class

## CTL1332H - Introduction to Decolonization in Education

**Credit Value:** 0.50  
**Hours:** 36L

The purpose of this course is to introduce concepts and ideas related to processes of colonization and struggles for decolonization. The course seeks to engage in a reflection process of what it means to decolonize and to teach for decolonization, particularly when doing educational work within a settler colonial context. The course will focus on introducing selected foundational texts from decolonial thinkers and considering specific decolonization movements from different parts of the world. The course will gravitate around what Edward Said might call a "contrapuntal" reading of key texts from scholars of color about the topic of colonization and decolonization, which will weave around a process of reflection on how we are all impacted in and affected by ongoing colonization. This will involve a consideration of what we mean by colonization, and what are different colonial modes to impose particular knowledge frameworks in order to secure control over land as well as human and natural resources. The aim of the course is to begin to develop an initial understanding of what education for decolonization might mean by engaging "classic" texts while reflecting on how we are implicated in and/or impacted by colonization.

**Exclusion:** CTL5010H  
**Method of Delivery:** In Class

## CTL1402H - Adaptive Instruction in Inclusive Classrooms

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1405H - The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Exclusion:** Students who have previously taken HSJ1400 are prohibited from taking this course.  
**Method of Delivery:** In Class

## CTL1406H - The Origins of Modern Schooling: Issues in the Development of the North American Educational System

**Credit Value:** 0.50  
**Hours:** TBA

Why is the North American school system as it is? What were the options for change and what are the options for change? Drawing chiefly on North American scholarly literature, this course explores the origins of the state mandated educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions.

**Exclusion:** Students who have previously completed HSJ1401 are prohibited from taking this course.  
**Method of Delivery:** In Class

## CTL1407H - Rural Education and Social Reform in Canadian History, 1860-1960

**Credit Value:** 0.50  
**Hours:** TBA

This course is directed at those students interested in exploring the deep connections between education and social change in Canadian history. Before 1941, 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. It invites students to explore the vital, but relatively unknown, relationship that existed between education, social protest, and the search for reform in rural Canada in the nineteenth and twentieth centuries. Readings in this course will allow students to explore the ways that various people, kinds of people, and organizations, both rural and urban – First Peoples; recent British, African, and eastern European immigrants; educational bureaucrats and revolutionaries; social reformers; settled farm families and itinerant miners – used various kinds of education to encourage, resist and direct social reform in rural Canada.

**Exclusion:** Students who have completed HSJ1404 are prohibited from taking this course.

**Method of Delivery:** Online

## CTL1408H - History of Education and Society: Selected Topics

**Credit Value:** 0.50

**Hours:** TBA

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.

**Exclusion:** Students who have previously taken [HSJ1405H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1423H - Families, Schooling and Canadian History, 1840-1970

**Credit Value:** 0.50

**Hours:** TBA

This course is directed at those students who want a deeper historical understanding of the changing relationship between one of Canada's oldest institutions - the family - and the growth of the modern world in general, and the educational state in particular. Although 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 examine the changing and varied relations among many different kinds of parents, children, and the larger social formations within which they lived, with particular emphasis on the dynamic, often vexed, relationship between schooling and family life in the wider contexts of Canadian history.

**Exclusion:** Students who have previously taken [HSJ1423H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1424H - Religion, Ideology, and Social Movement in the History of North American Education

**Credit Value:** 0.50

**Hours:** TBA

This course provides an examination of how faith groups, often at odds with one another or the state, have shaped and continue to shape the Canadian school system, its organization, curriculum, and culture.

**Exclusion:** Students who have previously taken [HSJ1424H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1426H - The History of Gender and Education in Canada

**Credit Value:** 0.50

**Hours:** TBA

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.

**Exclusion:** Students who previously took [HSJ1426H](#) are prohibited from taking this course.

**Method of Delivery:** Online, In Class

## CTL1427H - History and Commemoration: Canada and Beyond, 1800s - 1990s

**Credit Value:** 0.50

**Hours:** TBA

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.

**Exclusion:** Students who previously took HSJ1427 are prohibited from taking this course.

**Method of Delivery:** Online, In Class

## CTL1428H - Immigration and the Development of Canadian Education

**Credit Value:** 0.50

**Hours:** TBA

This course explores how immigration and immigration policy have shaped and continue to shape the Canadian social, economic, political, and linguistic reality with special reference to education. As schools are a primary place of encounter between immigrants and the Canadian receiving society, the class will examine the often-differing agenda of immigrants and educators hoping to meet the needs of immigrants and their children.

**Exclusion:** Students who have previously taken HSJ1428 are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1429H - Ethnicity and the Development of Canadian Education

**Credit Value:** 0.50  
**Hours:** TBA

This course explores issues of ethnic and racial identity as factors influencing Canadian civic culture and the educational system in particular. Special attention will be paid to the changing nature of ethnicity in Canada and the social, linguistic, economic and political challenges ethnic and racial identity represent to keepers of the Canadian gate and educators in particular.

**Exclusion:** Students who have taken HSJ1429 are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1430H - Gendered Colonialisms, Imperialisms and Nationalisms in History

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who have previously taken [HSJ1430H](#) are prohibited from taking this course.

**Method of Delivery:** Online, In Class

## CTL1448H - Popular Culture and the Social History of Education: II

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who have previously taken [TPS1448H](#) /[HSJ1448H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1454H - The Battle Over History Education in Canada

**Credit Value:** 0.50  
**Hours:** TBA

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".

**Exclusion:** Students who have previously taken [TPS1461H](#)/[HSJ1454H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1460H - History and Educational Research [RM]

**Credit Value:** 0.50  
**Hours:** TBA

A seminar course required of all M.Ed. 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.

**Exclusion:** Students who have previously taken HSJ1460 are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL1602H - Introduction to Computers in Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1603H - Introduction to Knowledge Building

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1606H - Computers in the Curriculum

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1608H - Constructive Learning and Design of Online Environments

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL1609H - Educational Applications of Computer-Mediated Communication

**Credit Value:** 0.50  
**Hours:** TBA

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's computer conferencing system.

**Method of Delivery:** Online, In Class

## CTL1797H - Practicum in Curriculum & Pedagogy: Masters Level

**Credit Value:** 0.50  
**Hours:** TBA

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

**Method of Delivery:** In Class

## CTL1798H - Individual Reading and Research in Curriculum & Pedagogy: Masters Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1799H - Special Topics in Curriculum: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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. (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.)

**Method of Delivery:** Online, In Class

## CTL1808H - Curriculum Innovation in Teacher Education

**Credit Value:** 0.50  
**Hours:** TBA

This course critically explores innovations in teacher education associated with promoting coherence, maintaining relevance, addressing complexity, and serving increasingly diverse communities. Program content, designs, practices, pedagogies, partnerships and policies developed in response to enduring challenges and competing conceptions of 'learning to teach' will be examined. Students will be encouraged to consider and develop potential innovations to initial and ongoing teacher learning that are supported by evidence and research.

**Method of Delivery:** In Class

## CTL1809H - Narrative and Story in Research and Professional Practice [RM]

**Credit Value:** 0.50  
**Hours:** TBA

The course examines narrative and storytelling approaches to the study of educational experience in research and professional practice. Narrative is explored as a fundamental form of experience and as a collection of methods used for the study of experience and the representation of meanings. Course participants will engage in narrative self-study research, collaborative research with colleagues, and in the review of narrative theses and literature. The course examines narrative and storytelling approaches to the study of educational experience in research and professional practice. Narrative is explored as a fundamental form of experience and as a collection of methods used for the study of experience and the representation of meanings. Course participants will engage in narrative self-study research, collaborative research with colleagues, and in the review of narrative theses and literature.

**Prerequisite:** Permission of instructor  
**Method of Delivery:** In Class

## CTL1811H - Writing Research - Research Writing: Moving from Idea to Reality

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1812H - Professional Ethics of Teaching and Schooling

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1817H - Current Issues in Teacher Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1818H - Arts in Education: Concepts, Contexts, and Frameworks

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1819H - Multicultural Literature in the Schools: Critical Perspectives and Practices

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1822H - Urban School Research: Youth, Pedagogy, and the Arts

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1825H - The Teacher as a Contemplative Practitioner

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1841H - Research Seminar in Science, Mathematics and Technology Education [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL1844H - Seminar in Evaluation Problems [RM]

**Credit Value:** 0.50  
**Hours:** TBA

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

**Prerequisite:** CTL1843 (previously CTL2803) or equivalent.  
**Exclusion:** Students who have previously taken CTL2810 are prohibited from taking this course.  
**Method of Delivery:** In Class

## CTL1861H - Critical Ethnography

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## CTL1899H - C&P Doctoral Proseminar in Curriculum & Pedagogy

**Credit Value:** 0.50  
**Hours:** 36L

The proseminar half-course will be organized into three-hour sessions. These sessions will often involve two parts, which may be organized in any order from week to week. First, some classes will feature a member of the Curriculum and Pedagogy (C&P) faculty who will be asked to introduce her or his research to the students and to speak to the question of how her or his work is situated within curriculum studies. Invited faculty will be able to choose one or two readings for that week, in order to give students an introduction to their work prior to the class. Second, each class session will focus on a topic of interest to doctoral students related to academic work in general and doctoral work in particular. The course will introduce students to the details of being a PhD student in C&P and will provide a forum for exchanging resources and ideas among students. In tandem, the proseminar will provide students with an introduction to academic life in general, including issues such as conferences, publications, teaching experience, academic job markets, etc.

**Method of Delivery:** In Class

## CTL1923H - Mobile and Ubiquitous Computing in Education

**Credit Value:** 0.50  
**Hours:** TBA

Leading edge computer technologies that support mobile and ubiquitous 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.

**Method of Delivery:** In Class

## **CTL1998H - Individual Reading and Research in Curriculum & Pedagogy: Doctoral Level**

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as CTL1798.

**Method of Delivery:** In Class

## **CTL1999H - Special Topics in Curriculum: Doctoral Level**

**Credit Value:** 0.50  
**Hours:** TBA

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. (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.)

**Method of Delivery:** In Class

## **CTL3000H - Foundations of Bilingual and Multicultural Education**

**Credit Value:** 0.50  
**Hours:** TBA

Foundation course for the Language and Literacies 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 LLE students.

**Method of Delivery:** Online, In Class

## **CTL3001H - Research Colloquium in Language and Literacies Education**

**Credit Value:** 0.50  
**Hours:** TBA

This course focuses on the range of research under way or recently done by professors in or affiliated with the LLE program as well as some recent graduates or visiting scholars. Topics, research projects, and presenters vary each year. Participants analyze examples of diverse research methods and topics, critique theses previously completed in the program, and undertake a systematic synthesis of prior research related to their prospective thesis on language and/or literacies learning, teaching, curriculum, or policy. The course is required of students in the MA and PhD and may also be taken by students in the MEd. This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.

**Method of Delivery:** In Class

## **CTL3002H - Second Language Teaching Methodologies**

**Credit Value:** 0.50  
**Hours:** TBA

This course offers a historical survey of second language teaching methodologies and provides students with theoretical knowledge of innovative current practices, including the movement to a post-method era, new ways of teaching traditional second language skills, and other key issues current in the field. All learner groups are considered in minority and majority settings in Canada and internationally, though English and French are emphasized.

**Method of Delivery:** In Class

## **CTL3003H - Planning and Organizing the Second Language Curriculum**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **CTL3007H - Discourse Analysis / Séminaire sur le langage et la communication**

**Credit Value:** 0.50  
**Hours:** TBA

This seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various approaches to discourse analysis, such as pragmatics, ethnomethodology, conversation 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.

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. 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.



**Method of Delivery:** Online, In Class

## CTL3008H - Critical Pedagogy, Language and Cultural Diversity

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3010H - Second-Language Learning

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3011H - Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research / Bilinguisme et éducation

**Credit Value:** 0.50  
**Hours:** TBA

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.

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.

**Method of Delivery:** Online, In Class

## CTL3013H - Language Assessment / Évaluation de la compétence langagière

**Credit Value:** 0.50  
**Hours:** TBA

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.

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.

**Method of Delivery:** Online, In Class

## CTL3015H - Language and Literacies Education in Multilingual Contexts

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3018H - Language Planning and Policy / Politique et aménagement linguistique

**Credit Value:** 0.50  
**Hours:** TBA

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.

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. La version française de ce cours satisfait aux exigences de cours de C&P.

**Method of Delivery:** In Class

## CTL3020H - Writing in a Second Language

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3024H - Language Teacher Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3025H - Educational Sociolinguistics

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3026H - Pragmatics in Language Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL3028H - Language Arts in Elementary Education

**Credit Value:** 0.50

**Hours:** TBA

An analysis of the components of literacy programs in the early years. The course will focus on reading and writing elementary education, and will use a wide range of methods and materials of instruction. Topics include: child- and teacher-centred philosophies, content area literacy, use of digital technology, and assessing growth in reading and writing.

**Exclusion:** Students who have previously taken [CTL1003H](#) are prohibited from taking this course

**Method of Delivery:** In Class

## CTL3029H - Children's Literature as a Foundation of Literate Behavior across the Curriculum

**Credit Value:** 0.50

**Hours:** TBA

An examination of the nature and function of the study of literature. Children's Literature as a Foundation of Literate 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.

**Exclusion:** Students who have previously taken [CTL1008H](#) are prohibited from taking this course.

**Method of Delivery:** Online, In Class

## CTL3030H - Theory and Practice in Elementary Literacy Instruction

**Credit Value:** 0.50  
**Hours:** TBA

This course examines a number of theoretical perspectives on literacy exploring their implications for work with Theory and Practice in Elementary literacy, learning and instruction. 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.

**Exclusion:** Students who have previously taken [CTL1009H](#) are prohibited from taking this course.  
**Method of Delivery:** Online

## CTL3031H - Children's Literature within a Multicultural Context

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who have previously taken [CTL1010H](#) are prohibited from taking this course.  
**Method of Delivery:** Online, In Class

## CTL3032H - Teaching Writing in the Classroom

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who have previously taken [CTL1039H](#) are prohibited from taking this course.  
**Method of Delivery:** Online

## CTL3033H - Literacy Research Methodologies

**Credit Value:** 0.50  
**Hours:** TBA

An exploration of the relationships between theory, research findings, 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 the instructor.  
**Exclusion:** Students who have previously taken [CTL1805H](#) are prohibited from taking this course.  
**Method of Delivery:** In Class

## CTL3034H - New Literacies: Making Multiple Meanings

**Credit Value:** 0.50  
**Hours:** TBA

"New Literacies: Making Multiple Meanings" is a graduate seminar for masters and doctoral students interested in exploring issues and research literature in the field of literacy. This course takes up the notion that literacy is not singular, but multiple and ideological: diverse social practices that are embedded in local contexts. The course is designed as a collaborative inquiry into uses and associations that "literacy" has in particular educational projects and contexts. Using a seminar format, we will look at theoretical and empirical literature as well as examples from practice to explore the social functions of literacy in work, home, and school settings, with an eye toward how these conversations and ideas can be useful for researching, theorizing, and teaching in our own areas of interest. We examine new and historical developments in New Literacy Studies, multiliteracies, multimodality, critical literacy, as well as practitioner and activist traditions, and other work that considers literacy in relation to critical, social, political, technological, and educational factors.

Note: CTL3034H-New Literacies: Making Multiple Meanings, is cross-listed between LLE and C&P and therefore also counts towards C&P program requirements.

**Method of Delivery:** In Class

## CTL3035H - Critical Literacy in Action

**Credit Value:** 0.50  
**Hours:** TBA

This course focuses on critical literacy and the theories that underpin it. Throughout the course participants are asked to explore issues raised by critical literacy in relation to their own circumstances, particularly as these pertain to educational issues within society. This course challenges participants to develop critical questions with application to personal/professional contexts. Video clips of interviews with renowned scholars in literacy studies form the basis

of this interactive course. Major questions discussed throughout the course are: What is literacy? What is critical literacy? What is the history of critical literacy? - What is so critical about critical literacy? What are the theoretical underpinnings of critical literacy? How do critical literacies converge and diverge with multiliteracies? What does critical literacy look like in practice? Graduate students will be asked to generate additional critical questions that contribute to individual or collective critical inquiry projects such as a critical literature review, a thesis research project or a curriculum analysis that investigates burning questions about critical literacies.

**Exclusion:** CTL5010H: Special Topics in Curriculum Studies Teacher Development: Masters level: Critical Literacy in Action  
**Method of Delivery:** In Class

## CTL3036H - Expressive Writing: Practice and Pedagogy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL3037H - Biography in Educational Contexts

**Credit Value:** 0.50  
**Hours:** TBA

This course, focusing on (auto)biography, provides graduate students the opportunity to critically analyze biographical contexts of influential educational researchers and scholars such as Henry Giroux, Maxine Greene, and William Pinar, amongst others. Using relevant theoretical frameworks, course participants will engage with the biographies of numerous scholars and will critically discuss the important contributions they have made to the educational field. Students will also have the opportunity to explore and reflect on their own lived experiences and circumstances, particularly in relation to educational issues within society. Video clips of interviews with renowned scholars form the basis of this interactive course.

**Method of Delivery:** In Class

## CTL3100H - Communication and Second Language Learning in the Workplace

**Credit Value:** 0.50  
**Hours:** TBA

A huge proportion of workers in Canada utilize at least one language which is not their mother tongue in order to carry out their work. In this course, we will investigate a wide variety of questions and topics related to second language speakers and learners in the workplace. What is workplace communication? Who does it? Why? What impact do factors have on the conversations that occur in the workplace, including:

- second language ability
- sociolinguistic competence
- intercultural communication
- one's institutional role (e.g., employee, employer, supervisor, entry-level worker)
- type of workplace (e.g., medical, legal, university, warehouse, construction, etc.)
- types of speech events that occur (e.g., meetings, interviews, email memos, internet chatrooms, lectures, workplace ESL classes, etc.)

We will use sociolinguistic tools to understand workplace settings and to investigate what makes for successful multicultural/intercultural workplace interactions. We will analyze authentic examples of written and spoken language in a variety of workplace settings.

**Method of Delivery:** Online, In Class

## CTL3101H - Language Awareness for Language Educators

**Credit Value:** 0.50  
**Hours:** TBA

This course explores the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and additional language learners, its role in society, its role in creating, sustaining, and enhancing power, and its role in informal and institutional education. The aim of the course is to consider (i) language awareness and use 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 and program administration. Students will relate course concepts to their own language learning and teaching experiences, and will carry out observational/empirical tasks to apply their learning to the real world.

**Method of Delivery:** In Class

## CTL3410H - Schooling in the Movies: Education as Reflected in Hollywood Films

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** Students who previously completed HSJ1410H are prohibited from taking this course.

**Method of Delivery:** In Class

## CTL3411H - Cinema and Historical Literacy

**Credit Value:** 0.50  
**Hours:** TBA

This course considers how viewers "read" historical cinema. Its focus is on the divergent demands of the production of historical films and the ways in which those demands distort (or just change) historical events in order to produce a consumer product. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

**Method of Delivery:** In Class

## CTL3412H - Shakespeare and Cultural Literacy

**Credit Value:** 0.50  
**Hours:** TBA

William Shakespeare is the most famous person in the English-language tradition. This course has three main themes: "Historical Shakespeare", "Re-Created Shakespeare" and "Shakespeare and Popular Culture". Its primary concern is not literary but, rather, the social and historical evolution of Shakespeare's iconic status.

**Method of Delivery:** In Class

## CTL3413H - Reading Cinema and Cultural Identity

**Credit Value:** 0.50  
**Hours:** TBA

This course is concerned with the ways in which historical films treat the subject of identity. In this regard, it has four sub-sections: power/gender, class struggle, inter- and intra-cultural connections, and appearances and reality. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

**Method of Delivery:** In Class

## CTL3414H - Historical Literacy and Popular Literacy

**Credit Value:** 0.50  
**Hours:** TBA

This course is a survey of the struggle between literacy-as-social-control and literacy-as-enlightenment. Using a variety of texts, this theme is followed from the ancient world through to the onset of modern, compulsory schooling. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

**Method of Delivery:** In Class

## CTL3415H - Educational Thought and Historical Literature

**Credit Value:** 0.50  
**Hours:** TBA

This course has two organizing themes: first, representative educational thinkers writings on literacy and schooling (e.g., Plato, Augustine, Erasmus, Luther, Locke, Rousseau, and Malthus); and, second, secondary scholarly readings chosen to enable the students

to consider these thinkers' ideas in their historical context. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

**Method of Delivery:** In Class

## CTL3797H - Practicum in Language and Literacies Education: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

An individualized course linking research and theory in Language and Literacies Education (LLE) 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 LLE one month prior to the start of the academic term in which the course is to begin.

**Method of Delivery:** In Class

## CTL3798H - Individual Reading and Research in Language and Literacies Education: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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 LLE one month prior to the start of the academic term in which the course is to begin.

**Method of Delivery:** In Class

## CTL3799H - Special Topics in Language and Literacies Education Program: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

A course designed to permit the study (in a formal class setting) of specific areas of language and literacies 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.)

**Method of Delivery:** Online, In Class

## CTL3805H - Multilingualism and Plurilingualism

**Credit Value:** 0.50  
**Hours:** TBA

This course will examine several forms of linguistic diversity at the individual and community level as well as their impact on language and identity construction. Through the class, students will discuss and understand the emerging notion of plurilingualism as distinct from multilingualism and analyze it from three different scientific points of view: cognitive, sociological/sociocultural and pedagogical. The course will adopt a global perspective in investigating language diversity and its implications in different geographical areas and historical times. The course is at doctoral level but it is open to Master's students (with permission of the instructor).

**Exclusion:** [CTL3799H](#) Multilingualism and plurilingualism  
**Method of Delivery:** In Class

## CTL3806H - Sociocultural Theory and Second Language Learning

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL3807H - Second Language Education Research Methods [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## CTL3808H - The Role of Instruction in Second Language Learning

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## CTL3810H - Second Language Classroom Research Methods [RM]

**Credit Value:** 0.50  
**Hours:** 36L

The purpose of this course is to provide students with a foundation in the breadth of possibilities for researching the second language classroom. The course is structured to capture this breadth methodologically (primarily quantitative and qualitative social science approaches, but also research informed by humanities approaches); theoretically (cognitivist, socio-cultural, and critical approaches); contextually in terms of program models (both across bilingual, foreign, heritage, Indigenous, and multilingual mainstream contexts, but also in terms of K-12 and adult settings); and in terms of domain (e.g., research with varying foci on language itself, the teacher, learners, curriculum, policy, home-school connections, etc.). As much as possible, the course pairs "how-to" readings with exemplars of second language classroom research. The course also includes structured activities to support students in gaining direct experience with typical methods for doing research in and about language classrooms. Based on the interests of students enrolled in the course, we can agree to adapt the syllabus at the beginning of the semester to narrow or shift our focus. By the end of this course, participants are expected to: 1) Articulate the relationship between theoretical perspective, research design, and methods in the study of second language classrooms; 2) Use course and other readings to critique an exemplar of second language classroom research; 3) Formulate a research(-able) question of interest to the participant; 4) Use small-scale data collection techniques and reflect on their experience with them; 5) Use course and other readings to develop a research proposal.

**Exclusion:** [CTL3800H](#)  
**Method of Delivery:** In Class

## CTL3899H - Proseminar in Language and Literacies Education

**Credit Value:** 0.50

The objectives of this professional seminar course are 1) to support students in developing the skills needed to complete the work associated with their MA or PhD program in Language and Literacies Education and 2) to introduce them to the work that is integral to a life as an academic in the field of education such as presenting at conferences, preparing publications, and teaching. Over the course of the semester there will be opportunities to exchange with some LLE professors, current and former LLE students, as well as librarians and other University of Toronto staff who can assist on the journey. The course is required for PhD students (both full-time and flex-time) and recommended for MA students.

**Method of Delivery:** Hybrid

## CTL3998H - Individual Reading and Research in Language and Literacies Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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 LLE one month prior to the start of the academic term in which the course is to begin.

**Method of Delivery:** In Class

## CTL3999H - Special Topics in Language and Literacies Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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 CTL3998, which is normally conducted on a tutorial basis.)

**Method of Delivery:** In Class

## CTL5010H - Special Topics in Curriculum: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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. (This course does not fulfil the purpose of CTL1798-Individual Reading and Research in Curriculum: Master's Level, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

**Method of Delivery:** In Class

## CTL5300H - Special Topics in Language and Literacies Education Program: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

A course designed to permit the study (in a formal class setting) of specific areas of language and literacies education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798-Individual Reading and Research in Language and Literacies Education: Master's Level, which is normally conducted on a tutorial basis.)

**Method of Delivery:** In Class

## CTL5700H - Special Topics in Teaching

**Credit Value:** 0.50  
**Hours:** TBA

A course designed to permit the study of a specific area of teaching not already covered in the courses listed for the current year.

**Prerequisite:** Enrolment limited to students in the Teaching program.

**Method of Delivery:** In Class

## CTL6010H - Special Topics in Curriculum: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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. (This course does not fulfil the purpose of CTL1998-Individual Reading and Research in Curriculum: Doctoral Level, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

**Method of Delivery:** In Class

## CTL6300H - Special Topics in Language and Literacies Education Program: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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 CTL3998-Individual Reading and Research in Language and Literacies Education: Doctoral Level, which is normally conducted on a tutorial basis.)

**Method of Delivery:** In Class

## CTL7000H - Curriculum and Teaching in Literacy

**Credit Value:** 0.50  
**Hours:** TBA

This course is an introduction to education approaches and the role of the teacher in using research, theory, literature and multi-modal texts to teach and assess literacy and to support students' literacy across the curriculum in K-10 classrooms. This course is normally open only to students in the Teaching program.

**Method of Delivery:** In Class

## CTL7001H - Educational Professionalism, Ethics and the Law

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** Online, In Class

## CTL7002H - Curriculum and Teaching in Mathematics

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** In Class

## CTL7003H - Curriculum and Teaching in Social Studies and Aboriginal Education

**Credit Value:** 0.50  
**Hours:** TBA

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science including practical assessment strategies. This course is normally open only to students in the Master of Teaching program.

**Method of Delivery:** In Class

## CTL7004H - Practice Teaching (Year 1)

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** In Class

## CTL7005H - Practice Teaching (Year 2)

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** In Class

## CTL7006H - Educational Research 1

**Credit Value:** 0.50  
**Hours:** 36L

This course is designed to develop students' identities as teacher-researchers who continuously engage in critical inquiry as a key component of their professional practice. Students will develop knowledge and understanding of how to access, interpret, synthesize, and evaluate research literature in a chosen field of study, and they will learn what it means to enact research-informed practice in their identities as critical inquiry practitioners. The following themes guide the course in complementary ways: 1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice 2) the teacher as a reflexive agent responsive to the reproduction of social inequities in students' experience of schooling and learning, 3) the teacher as a critical analyst of educational research and knowledge production, 4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling.

**Method of Delivery:** In Class

## CTL7007H - Authentic Assessment

**Credit Value:** 0.50  
**Hours:** TBA

This course presents an overview of the basic concepts, practices, and current research associated with effective assessment and evaluation in Ontario classrooms. Teacher candidates will develop an understanding of Ontario curriculum and policy documents as relevant to the professional obligations of student assessment and evaluation, grading and reporting. Examination of effective strategies of assessment for, as, and of learning is at the core of this course. Drawing on current research, attention may be given to topics such as validity and reliability, assessment tool design, success criteria, quality feedback, performance assessment, authentic assessment, portfolios, self-evaluation, data gathering and management, standardized testing in provincial or large-scale assessments, as well as assessment related beliefs, attitudes, and issues of psychological well-being. Related issues of equity and a critical stance are infused and discussed throughout the course.

This course is normally open only to students in the MT program. Students may not take CTL 1019.

**Method of Delivery:** In Class

## CTL7008H - Introduction to Special Education and Mental Health

**Credit Value:** 0.50  
**Hours:** TBA



In this course, teacher candidates are introduced to topics/core content related to both Special Education and Mental Health and Well-Being. Teacher candidates will consider Special Education from the perspective of the general classroom teacher. From this perspective, special education is not "special" but is effective teaching that benefits all students in the class. Teacher candidates will consider Mental Health as pertaining to students' resilience, social/emotional well-being and mental wellness.

This course is designed to promote critical and reflective thinking and learning about topics related to supporting a diverse range of learners, including students identified as requiring special education support. Specifically, this course will support teacher candidates to: (1) examine their own beliefs and practices related to supporting student learning, (2) understand and utilize a strength-based approach and teaching strategies for differentiation, accommodation, and modification to plan for and assess learning needs, (3) understand the relationship among mental health, well-being and achievement and view student well-being as inclusive of physical, cognitive/mental, social and emotional well-being, (4) identify ways to support students' mental health and well-being and identify students who require more intensive intervention (4) develop the capacities to work with families and other professionals in support of students, (5) demonstrate the knowledge, skills, attitudes, and confidence necessary to effectively promote success for students with a broad range of experiences, needs and abilities, including students with exceptionalities, (6) develop the knowledge and skills pertaining to First Nation, Métis, and Inuit ways of thinking about the kinds of differences associated with special education needs. This course will pay particular attention to current research in planning for inclusion through Universal Design for Learning (UDL), differentiated instruction (DI), and response to intervention (RTI) and how these can inform teachers' responses to students; various ways of being, learning, and showing understanding in the classroom.

**Method of Delivery:** In Class

## CTL7009H - Anti-Discriminatory Education

**Credit Value:** 0.50  
**Hours:** TBA

This course inquires into a range of equity issues including: teacher candidates' (TC) own biases, dispositions, ideas and positionality; relationships between and among students, teachers, community, administrators and families; the ways in which systemic oppressions operate within K-12 schooling in Ontario and beyond; and the interlocking social, economic and political (re)production of inequalities (including but not limited to race, indigeneity, class, gender, sexuality, ability, language, age and religion). The course develops TC capacity to interrogate and challenge multiple forms of discriminatory practices within education, seeking to develop TC's understandings of theories and practices of pedagogies of liberation within daily life in schools. This course is normally open only to students in the Teaching program.

**Exclusion:** Students who have completed this course are prohibited from taking [CTL1011H](#).

**Method of Delivery:** In Class

## CTL7010H - Issues in Numeracy and Literacy

**Credit Value:** 0.50  
**Hours:** TBA

In this course, Primary/Junior 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 Teaching program.

Teacher candidates in the Junior/Intermediate division will explore a variety of both theoretical and current issues related to junior and intermediate schooling. The importance of content area curriculum, including the drama and dance curriculum; integration of curriculum across subject areas, community in classrooms and schools; culturally responsive teaching; and out of school experiences will be addressed. In the literacy portion of this course, there will be an emphasis on critical literacy, drama curriculum and dance curriculum specific and overall expectations. The course is intended to help student teachers understand the complexity of the junior/intermediate panel and particular issues regarding working with adolescents. Student teachers will be encouraged to articulate personal beliefs as they relate to teaching of drama, dance, critical literacy, and mathematics, as well as working with students, and the role of the teacher.

**Method of Delivery:** In Class

## CTL7011H - Child and Adolescent Development and Learning

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** In Class

## CTL7012H - Issues in Secondary Education

**Credit Value:** 0.50  
**Hours:** TBA

There are both professional and academic rationales underpinning this course. Teachers and high schools are governed by a range of shifting and variably interpreted legal, policy and ethical mandates which have been produced in a range of historical, political and institutional contexts. One key aim of this course is to assure that teacher candidates are aware of their professional and legal rights and responsibilities, as defined by national and provincial legislation, local school board policy, and professional advisories. Another aim of the course is to explore ethical nuances and challenges in teaching while aiming to interpret and respond to relevant legislation that helps to define the teacher's professional role. Using academic research literature, policy documents, and case studies, the course blends theory with the consideration of practical in-school situations in order to enable teacher candidates to analyse policy, ethical and legal tensions in teaching. The course thus aims to rigorously explore teachers' professional contexts so as to inform their daily practice through thoughtful ethical reflection in light of legal and policy considerations.

**Method of Delivery:** In Class

## CTL7013H - Arts in Education

**Credit Value:** 0.50

**Hours:** TBA

An introduction to research-informed teaching and professional learning in Music Education, Visual Arts Education, and Health and Physical Education for students in grades 4 to 10. For each of these disciplines, the course explores Ministry curriculum, lesson design and planning, pedagogy, assessment and evaluation, and research in light of contemporary educational theory and practice. This course is normally open only to students in the Teaching Program.

**Method of Delivery:** In Class

## CTL7014H - Fundamentals of Teaching and Learning

**Credit Value:** 0.50

**Hours:** TBA

This course will explore the complexity of schools and place of the school in the community. Practical issues around lesson planning, unit planning, classroom management, and the class as a community are addressed. This course provides a practical and conceptual introduction to the teaching of students and will introduce student teachers to many of the philosophies, methods, and materials relevant to teaching. It provides opportunities to develop an understanding of the process of becoming a teacher, insight into the role of ethics in research, and to acquire the skills and attitudes to be a thoughtful and reflective practitioner. In these respects, this course enables the student teacher to build a foundation for continuing professional growth as an individual and as a member of the teaching community. This course is normally open only to students in the Teaching program.

**Method of Delivery:** In Class

## CTL7015H - Educational Research 2

**Credit Value:** 0.50

**Hours:** 36L

This course is paired with the 2nd year Practicum course (CTL7005H), and serves to connect academic course work, researching and writing the later stages of the Master of Teaching Research Project, and the development of students' professional identities as teachers. This course therefore attends to the intersections of research, theory, and practice. Course goals include deepening understanding of the complexities of teaching and learning, refining a vision of teaching, and preparing students for their professional work as educators and/or further academic study. This course takes up these aims alongside a focus on completion of the Master of Teaching Research Paper. In addition to supporting students' own research, this course develops students' capacity to collaborate with colleagues, as well as make use of research, theory and other bodies of knowledge to inform personalized pedagogical decisions and determine next academic and professional steps. This course is normally open only to students in the Teaching program.

**Method of Delivery:** In Class

## CTL7016H - Integrating Technology into the Classroom: Issues and Activities

**Credit Value:** 0.50

**Hours:** TBA

This course deals with the use of computer technology 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 responsible use, 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. This course is normally open only to students in the Teaching program.

**Method of Delivery:** In Class

## CTL7017H - Curriculum and Teaching in Music, Dance and Drama

**Credit Value:** 0.50

**Hours:** TBA

An introduction to research-informed teaching and professional learning in Music, Dance and Drama Education for students in grades K to 6. For each of these disciplines, the course explores Ministry curriculum, lesson design and planning, pedagogy, assessment and evaluation, and research in light of contemporary educational theory and practice. This course is normally open only to students in the Teaching Program.

**Method of Delivery:** In Class

## CTL7018H - Curriculum and Teaching in Science and Environmental Education

**Credit Value:** 0.50

**Hours:** TBA

This course provides a practical and conceptual introduction to the teaching of Science Education and Environmental Education in PJ and JI. This course consists of lectures, discussions, learning activities and workshops designed to emphasize the expectations, pedagogy, methodology and content of Science and Technology, and Environmental Education across the curriculum in the primary, junior and intermediate (PJ, JI) grades, based on the Ministry of Education curriculum found in The Ontario Curriculum, Grades 1-8, Science and Technology (2007), The Ontario Curriculum, Grades 9 & 10, Science (2008) and Ministry policy, Acting Today, Shaping Tomorrow (2009). As an overview, it will introduce theory and practices from a range of related fields, including Science and Technology Education, Environmental Education (EE), Outdoor Education, and Ecojustice Education, drawing on concepts such as Inquiry-based Learning, Sustainability, Systems-Thinking, Equity, Interdisciplinary Design, and Integration. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning, effective use of teaching resources, digital technology, assessment/evaluation strategies, and an exploration of related educational research literature.

**Method of Delivery:** In Class

## CTL7019H - Supporting English Language Learners

**Credit Value:** 0.50  
**Hours:** TBA

This course focuses on the inclusion of English Language Learners (ELLs) across the school curriculum. It is intended to support teacher candidates' development of a pedagogical approach and a repertoire of instructional and assessment strategies to engage ELLs in developing language and content knowledge simultaneously. Using an asset-based perspective to language diversity, the course is structured around the broad domains of (1) theories of language learning and teaching, (2) language awareness, analysis, and assessment, (3) ESL strategies in the content areas, and (4) family, school, community, and policy contexts. Upon successful completion of this course, candidates should be able to identify and use ELLs' individual strengths and interests to promote their learning and development, to work with families and other professionals to support ELLs, and to understand their roles and responsibilities as teachers with respect to ELLs and their academic, social, and personal success.

**Method of Delivery:** In Class

## CTL7020Y - Curriculum and Teaching in English - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

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 Master of Teaching program.

**Prerequisite:** Students must have six full-year university courses in English if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject.

**Method of Delivery:** In Class

## CTL7021Y - Curriculum and Teaching in History - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

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 Master of Teaching program.

**Prerequisite:** Students must have six full-year university courses in History if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in History, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7022Y - Curriculum and Teaching in Mathematics - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

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 Master of Teaching program.

**Prerequisite:** Students must have six full-year university courses in Mathematics if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Mathematics, refer to the website for Master of Teaching > Prerequisites (see lower half of webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7023Y - Curriculum and Teaching in Science: Biology - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

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 Master of Teaching program.

**Prerequisite:** Students must have six full-year university courses in Science, with a minimum of four full-year courses in Biology (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Biology, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7024Y - Curriculum and Teaching in Science: Chemistry - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

The I/S Science-Chemistry course provides a practical and conceptual introduction to the teaching of Intermediate Science (Grades 7 to 10 Science) and Senior Chemistry (Grades 11 and 12 Chemistry). This course consists of a series of lectures, seminars and laboratory workshops designed to emphasize the research in teaching and learning of chemistry. The course expectations, pedagogy, methodology and content of science in the intermediate and senior grades are guided by the Ministry of Education curriculum policy documents: The Ontario Curriculum, Grades 1-8, Science and Technology (2007), The Ontario Curriculum, Grades 9 & 10, Science (2008) and The Ontario Curriculum Grades 11 & 12 Science (2008). 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 candidates will be encouraged to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

**Prerequisite:** Students must have six full-year university courses in Science, with a minimum of four full-year courses in Chemistry (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Chemistry, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>  
**Method of Delivery:** In Class

## CTL7025Y - Curriculum and Teaching in Science: Physics - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. 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.

**Prerequisite:** Students must have six full-year university courses in Science, with a minimum of four full-year courses in Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Physics, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>  
**Method of Delivery:** In Class

## CTL7026Y - Curriculum and Teaching in Science: General

**Credit Value:** 1.00  
**Hours:** TBA

This course provides a practical and conceptual introduction to the teaching of Intermediate and senior Science. It consists of a series of lectures, seminars, and laboratory workshops designed to emphasize the expectations, pedagogy, methodology, and content of science. The course is designed to assist students to explore: the teaching and learning process, the pedagogical considerations in teaching science; and the challenges of teaching science as a curriculum subject in schools with a diverse student population and research in science education. It is also designed to help develop the knowledge and skills of curriculum development within the context of curriculum theory and to support personal reflection within the context of contemporary classrooms or other education settings.

**Prerequisite:** Students must have six full-year university courses in Science, with a minimum of one full-year course in each area of Biology, Chemistry, and Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-General, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>  
**Method of Delivery:** In Class

## CTL7027Y - Curriculum and Teaching in Social Science: General - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

This course is designed to prepare teacher candidates to teach students Social Science at the Grade 7-10 level in a thoughtful and interactive way. It focuses on Social Science at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current Social Science curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting Social Science content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make Social Science meaningful for children, and how to promote positive attitudes.

**Prerequisite:** Students must have six full-year university courses in any of Psychology, Sociology or Anthropology if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice.  
**Method of Delivery:** In Class

## CTL7028Y - Curriculum and Teaching in Geography - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

In this course, you will acquire the knowledge, skills/techniques, attitudes and methodologies necessary to be effective teachers of geography at the Intermediate/Senior level. You will study the Ontario geography curriculum, learn how to prepare effective geography lessons, develop a repertoire of different pedagogical strategies, examine a variety of assessment techniques, and extend your knowledge of practical and theoretical issues related to the teaching of geography in Ontario's schools. As you engage with the material in this course, you will be expected to take an active and reflective stance toward your growth as a geography teacher.

**Method of Delivery:** In Class

## CTL7029Y - Curriculum and Teaching in Music: Instrumental - Intermediate/Senior

**Credit Value:** 1.00  
**Hours:** TBA

This course investigates approaches to music learning, teaching, and assessment through instrumental performance, composition, conducting, listening, analysis and creative problem solving. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. A range of music education philosophic orientations, Ministry of Education policies, music technologies, research-informed pedagogies, and those emerging in the field are considered while learning to design of curriculum lessons and units. Recent research questioning the music education paradigm of the past 25 years is examined. A practitioner research stance is the basis for all assignments, which curriculum development, and practical learning in Japanese lesson study format as well as philosophic writing.

**Prerequisite:** Students must have six full-year university courses in Instrumental Music if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Instrumental Music, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>  
**Method of Delivery:** In Class

## CTL7030Y - Curriculum and Teaching in Music: Vocal

**Credit Value:** 1.00  
**Hours:** TBA

This course investigates approaches to music learning, teaching, and assessment through vocal performance, composition, conducting, listening, analysis and creative problem solving. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. A range of music education philosophic orientations, Ministry of Education policies, music technologies, research-informed pedagogies, and those emerging in the field are considered while learning to design of curriculum lessons and units. Recent research questioning the music education paradigm of the past 25 years is examined. A practitioner research stance is the basis for all

assignments, which curriculum development, and practical learning in Japanese lesson study format as well as philosophic writing.

**Prerequisite:** Students must have six full-year university courses in Vocal Music if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Vocal Music, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>  
**Method of Delivery:** In Class

## CTL7031Y - Curriculum and Teaching in Health and Physical Education

**Credit Value:** 1.00  
**Hours:** TBA

This course examines the underlying principles of teaching Health and Physical Education in the Intermediate/ Senior division for the 21st century learner by drawing on current research, current philosophies and the overarching goals of Health and Physical Education. This course of study prepares future teachers to enable their students to acquire the knowledge, skills and attitudes necessary to become both physically and health literate in order to lead healthy active lives and promote healthy active living for others. Attention will be paid to the importance of supporting students in making positive personal health choices, enhancing their personal fitness and further developing movement skills, strategies and tactics to promote their participation in a wide variety of physical activities. Effective teaching strategies and practices in Health and Physical Education will be addressed. The importance of quality instruction as it fits into a comprehensive school health model will also be explored.

**Prerequisite:** Students must have six full-year university courses in Health and Physical Education if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject.  
**Method of Delivery:** In Class

## CTL7032Y - Curriculum and Teaching in Visual Arts - Intermediate/Secondary

**Credit Value:** 1.00  
**Hours:** TBA

The focus of this course is on preparing to be a teacher of visual arts at the Intermediate/Senior level. You will learn about the Ontario visual arts curriculum, lesson design, and instructional approaches as they relate to secondary school studio work and the critical analysis of art work. As a developing visual arts instructor, you will learn how to teach students about the elements and principles of design, and how to encourage your class to apply these techniques creatively and expressively to communicate emotions, or comment on contemporary issues. Different forms of media, alternative media, and the use of technologies will also be examined, for both two-dimensional and three-dimensional art works.

**Method of Delivery:** In Class

## CTL7033Y - Curriculum and Teaching in Dramatic Arts - Intermediate/Secondary

**Credit Value:** 1.00  
**Hours:** TBA

This course prepares teacher candidates to be effective instructors of dramatic arts the Intermediate/Secondary level. During this course, you will learn about the Ontario dramatic arts curriculum, lesson planning, assessment, and techniques for preparing learning experiences that foster creativity and nurture artistic growth. You will also study pedagogical practices related to each of the three inter-related strands of the Intermediate/Secondary drama curriculum: 1. Creating and Presenting; 2. Reflecting, Responding, and Analyzing; and 3. Foundations. The impact of different dramatic styles and traditions, drawn from different social and cultural contexts, will also be examined.

**Method of Delivery:** In Class

## CTL7034Y - Curriculum and Teaching in French as a Second Language

**Credit Value:** 1.00  
**Hours:** TBA

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on:

methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; electronic conferencing to support a collegial learning environment; the creation of a professional electronic portfolio.

Candidates will be involved in reflective and active learning. This course is offered in French.

**Prerequisite:** Students must have six full-year university courses in French AND demonstrated written and oral proficiency (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in French, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7041Y - Curriculum and Teaching in Religion

**Credit Value:** 1.00  
**Hours:** TBA

Primarily intended to prepare teachers of Religious Education in Catholic secondary schools, the focus of the course is the discipline of Religious Education rather than religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. It asks students to present research-based findings from explorations of theorists, strategies, and resources in the discipline of Religious Education. In particular, graduates from this program will have a strong sense of how Catholic Social Teachings can animate the Religious Education curriculum.

**Prerequisite:** Students must have six full-year university courses in Theology or Religious Studies if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject.

**Method of Delivery:** In Class

## CTL7050H - Curriculum and Teaching in English (First Language) - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

This course engages students in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades (Grades 7-10). Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.

**Prerequisite:** Students must have three full-year university courses in English.

**Method of Delivery:** In Class

## CTL7051H - Curriculum and Teaching in French (Second Language) - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the junior/ intermediate levels. We will focus on:

Methods and techniques to facilitate the teaching/ learning of listening, speaking, reading and writing as interrelated processes. Integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines. The creation of a professional portfolio.

Candidates will be involved in reflective and active learning. This course is offered in French.

The course will use Blackboard for communication and on-line learning supports: <http://portal.utoronto.ca>

**Prerequisite:** Students must have five full-year university courses in French AND demonstrated written and oral proficiency. For further details about prerequisites in French, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7052H - Curriculum and Teaching in Junior/Intermediate Geography

**Credit Value:** 0.50  
**Hours:** TBA

The purpose of this course is to introduce teacher candidates to basic knowledge, skills/techniques, attitudes and methodologies applicable in the successful teaching of geography and social

studies at the J/I level. The course will, therefore, deal with both the practical and theoretical issues related to the teaching of geography and environmental education in Ontario's schools.

The course is an enabling process to help you develop your own teaching and learning beliefs through experiencing and experimenting with the ways geography's concepts and skills can help students learn. It stresses that reflection and analysis about their own teaching are critical elements in the life-long developmental process of being teacher first, geographer second.

Geography is not a collection of arcane information. Rather, it is the study of spatial aspects of human existence. People everywhere need to know about the nature of their world and their place in it. Geography has more to do with asking questions and solving problems than it does with memorization of isolated facts.

So what exactly is Geography? It is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. Its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places.

The world facing students on graduating will be more crowded, the physical environment more threatened, and the global economy more competitive and interconnected. Understanding that world, that environment, and that economy will require high levels of competency in Geography, because Geography means a sensitivity to location, to scale, to movement, to patterns, to resources and conflicts, to maps and geographics.

**Method of Delivery:** In Class

## CTL7053H - Curriculum and Teaching in Health and Physical Education - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

This course of study prepares future teachers to design and deliver contemporary

Intermediate level (grades 7-10) Health and Physical Education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

One of the aims of the course is to introduce new ways of thinking about Health and Physical Education and its role in schools, thereby supporting beginning teachers as they construct their vision for teaching Health and Physical Education. The importance of quality instruction as it fits into a comprehensive school health model will also be explored.

**Prerequisite:** Students must have three full-year university courses in Health and Physical Education.

**Method of Delivery:** In Class

## CTL7054H - Intermediate Teaching Subject - History

**Credit Value:** 0.50  
**Hours:** TBA

The purpose of this course is to introduce teacher candidates to basic knowledge, skills/techniques, attitudes and methodologies applicable in the successful teaching of History. The course will, therefore, deal with both the practical and theoretical issues related to the teaching of History in Ontario's schools.

The course is an enabling process to help you develop your own teaching and learning beliefs through experiencing and experimenting with the ways history's concepts and skills can help students learn. It stresses that reflection and analysis about their own teaching are critical elements in the life-long developmental process of being teacher first, historian second.

History is not a collection of arcane information. People everywhere need to know about the nature of their world and their place in it. History has more to do with asking questions and solving problems than it does with memorization of isolated facts. A primary objective of the course is to equip you with practical, innovative strategies around which to build an effective history program. As well, you will be exposed to a wide variety of learning resources that can be used to enhance classroom learning. In the end you will leave the course well prepared to deliver an exciting and success-based history curriculum to a diversity of learners.

**Guiding Focus:** To explore the meanings of history and teaching history, and to develop innovative curriculum and pedagogical strategies to meet the needs of a diversity of learners.

**Prerequisite:** Students must have three full-year university courses in History. For further details about prerequisites in History, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7055H - Intermediate Teaching Subjects - Mathematics

**Credit Value:** 0.50  
**Hours:** TBA

This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. It focuses on mathematics at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting mathematics content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make mathematics meaningful for children, and how to promote positive attitudes.

**Prerequisite:** Students must have three full-year university courses in Mathematics. For further details about prerequisites in Mathematics, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7056H - Intermediate Teaching Subject – Music-Instrumental

**Credit Value:** 0.50  
**Hours:** 36L

These courses investigate approaches to music learning, teaching, and assessment through instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

**Method of Delivery:** In Class

## CTL7057H - Curriculum and Teaching in Music: Vocal - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

**Method of Delivery:** In Class

## CTL7058H - Curriculum and Teaching in Science: General - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

This course is designed to prepare teachers of science in the intermediate division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.

This course will consider important contexts as they relate to science and technology in education as outlined in:

Acting Today, Shaping Tomorrow - A Policy Framework for Environmental Education in Ontario Schools (a policy document on Environmental Education and ways to infuse Environment and Sustainability education into our classrooms)

Equity and Inclusive Education in Ontario Schools, 2009: (guidelines for school boards- Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students' prospects for learning, growing and fully contributing to society)

Growing Success, 2010; Explore the seven fundamental principles and what they mean for instructional decisions

Connecting the Dots, Key Learning Strategies for Environmental Education, Citizenship and Sustainability. These learning strategies involve students as engaged learners, learning within the context of their communities and addressing relevant, local issues

**Prerequisite:** Students must have three full-year university courses in Science. For further details about prerequisites in Science, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

**Method of Delivery:** In Class

## CTL7059H - Curriculum and Teaching in Visual Arts - Junior/Intermediate

**Credit Value:** 0.50  
**Hours:** TBA

The focus of the course is on becoming visual arts teachers in the intermediate grades. The course is structured to intersect theory, practice, and studio work in order to explore a) contemporary art and elementary education; b) contemporary issues in pedagogy; c) lesson planning at the elementary level d) the above in relation to Ministry guidelines, assessment, and curriculum development.

**Method of Delivery:** In Class

## CTL7060H - Intermediate Teaching Subject - Drama

**Credit Value:** 0.50  
**Hours:** TBA

This course of study prepares future teachers to design and deliver contemporary dramatic arts instruction for Intermediate level (grades 7-10) learners. Teacher candidates will examine both the research on adolescent development and strategies for effective dramatic arts pedagogies. The course will also explore how teachers can promote student engagement and how to foster a positive, supportive classroom culture. Special attention will be given to such topics as role playing, improvisation, techniques for infusing drama in other disciplines, and the special role that the dramatic arts can play in examining issues of equity, inclusivity and diversity.

**Prerequisite:** Students must have three full-year university courses in Drama and Theatre Studies.

**Method of Delivery:** In Class



## CTL7070H - Issues in Secondary Education 2

**Credit Value:** 0.50

**Hours:** TBA

As a required course in a professional program, there are both professional and academic rationales underpinning this course. Teachers and high schools are governed by a range of shifting and variably interpreted legal, policy and ethical mandates which have been produced in a range of historical, political and institutional contexts. One key aim of this course is to assure that teacher candidates are aware of their professional and legal rights and responsibilities, as defined by national and provincial legislation, local school board policy, and professional advisories. Another aim of the course is to explore ethical nuances and challenges in teaching while aiming to interpret and respond to relevant legislation that helps to define the teacher's professional role. Using academic research literature, policy documents, and case studies, the course blends theory with the consideration of practical in-school situations in order to enable teacher candidates to analyse policy, ethical and legal tensions in teaching. The course thus aims to rigorously explore teachers' professional contexts so as to inform their daily practice through thoughtful ethical reflection in light of legal and policy considerations.

The Issues 2 course is designed to assist candidates in the Master of Teaching Program in implementing the Ontario curriculum for Environmental Education (MOE 2017) within their subject specializations, and, heeding the United Nations' repeated calls for action on sustainable development, to promote both critical and caring perspectives on the serious ecological and humanitarian challenges we face globally and locally.

The course will survey various aspects of the broad topic space: environmental sustainability education, place-based education, sustainable development goals, global citizenship education, and eco-justice. The course builds upon and compliments learning in the other foundations courses without repeating the content: CTL7074H-Issues in Educational Law, Policy and Ethics; CTL7073H-Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction; and, CTL7009H-Anti-Discriminatory Education.

**Method of Delivery:** In Class

## CTL7071H - Curriculum and Teaching in Visual Arts and Physical Education

**Credit Value:** 0.50

**Hours:** TBA

As a part of the Curriculum & Instruction course, this module is designed to introduce you to strategies and approaches for teaching Visual Arts Education and Health & Physical Education (HPE) to Primary and/or Junior learners. This course is designed to help OISE MT students (re)discover the theory and practice of Art Education and HPE, as well as understand and apply the knowledge, skills and attitudes necessary for effective teaching and learning that meets the diverse needs of students. Over the course you will become more competent and confident in working with learning tools and resources in each of these areas of the curriculum; developing lesson themes and ideas; and devising questions and learning activities for students. You will become familiar with the Ontario Ministry of Education curriculum policy documents: The Arts (2009), and Health & Physical Education (2010), core concepts and teaching techniques, methods for integrating Art Education and HPE with other disciplines, including social justice, environmental education and indigenous approaches to knowing. Current ways of thinking about and teaching Art

Education and HPE may differ significantly from when beginning teachers were students; therefore one of the aims of the course is to introduce new ways of thinking about these disciplines and their role in contemporary approaches to teaching and learning.

**Method of Delivery:** In Class

## CTL7072H - Curriculum and Teaching in Social Studies and Aboriginal Education

**Credit Value:** 0.50

**Hours:** TBA

The Curriculum and Instruction in Social Studies and Aboriginal Education course explores the shared histories of Indigenous and settler relationships across Turtle Island and, while recognizing the US/Canadian divisions as colonial constructs, will focus more specifically on the Canadian context. This course provides a practical and conceptual introduction to the teaching of Social Studies (Grades 4-6), History and Geography (7-10) within the context of Aboriginal (First Nations, Métis and Inuit) understandings. This course consists of a series of seminars and workshops designed to emphasize the expectations, pedagogy, methodology and content integrating both Social studies and Aboriginal Studies in the junior/intermediate grades.

The course provides opportunities to develop practical understandings relating to instructional methods and skills through unit and lesson planning, including practical assessment strategies, in a variety of classroom contexts as well as the incorporation of Indigenous and Western knowledges and understandings. It seeks answers to questions of identity, meaning-making, complex issues concerning community and nation, past and present. It looks to bring local histories and traditional ecological knowledges- and to provide a template for understanding the complex interplay relating to constructions of identity (personal, local, and national) and sovereignty.

**Method of Delivery:** In Class

## CTL7073H - Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction

**Credit Value:** 0.50

**Hours:** TBA

With a focus on teacher preparation, this course seeks to understand the experiences of Indigenous people in Canada with regard to racism and settler colonialism, focusing on implications for classroom-based, programmatic, and pedagogical practice and reform. Because schooling has a historical and contemporary role in facilitating racism and settler colonialism, especially through the creation of residential schools, this course encourages teachers to become familiar with the consequences of this ongoing history, and to learn strategies to rethink relationships between schools and Indigenous learners and communities.

**Method of Delivery:** In Class

## CTL7074H - Issues in Educational Law, Policy and Ethics

**Credit Value:** 0.50

**Hours:** TBA

As a required course in a professional program, there are both professional and academic rationales underpinning this course. Teachers and high schools are governed by a range of shifting and variably interpreted legal, policy and ethical mandates which have been produced in a range of historical, political and institutional contexts. One key aim of this course is to assure that teacher candidates are aware of their professional and legal rights and responsibilities, as defined by national and provincial legislation, local school board policy, and professional advisories. Another aim of the course is to explore ethical nuances and challenges in teaching while aiming to interpret and respond to relevant legislation that helps to define the teacher's professional role. Using academic research literature, policy documents, and case studies, the course blends theory with the consideration of practical in-school situations in order to enable teacher candidates to analyse policy, ethical and legal tensions in teaching. The course thus aims to rigorously explore teachers' professional contexts so as to inform their daily practice through thoughtful ethical reflection in light of legal and policy considerations.

**Method of Delivery:** In Class

## CTL7080H - Practice Teaching Year 1 (Part 1)

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Method of Delivery:** In Class

## CTL7081H - Practice Teaching Year 1 (Part 2)

**Credit Value:** 0.50  
**Hours:** TBA

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 Teaching program.

**Exclusion:** [CTL7004H](#)  
**Method of Delivery:** In Class

## CTL7082H - Practice Teaching Year 2 (Part 1)

**Credit Value:** 0.50  
**Hours:** TBA

This second 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 Teaching program.

**Method of Delivery:** In Class

## CTL7083H - Practice Teaching Year 2 (Part 2)

**Credit Value:** 0.50  
**Hours:** TBA

This second 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 Teaching program.

**Method of Delivery:** In Class

## CTL7084H - Issues in Numeracy

**Credit Value:** 0.25

In this course, current issues related to mathematics instruction and their theoretical underpinnings will be explored. We will examine research related to this issues and how the impact they can have on classroom programming. Candidates will have an opportunity to discuss their personal beliefs and views about mathematics education as they bridge theory with practice. Instruction in this course will include lecture, written response, group activities, and group investigations.

**Exclusion:** [CTL7010H](#)  
**Method of Delivery:** In Class

## CTL7085H - Issues in Literacy

**Credit Value:** 0.25

In this course, current issues related to literacy instruction and their theoretical underpinnings will be explored. We will examine research related to this issues and how the impact they can have on classroom programming. Candidates will have an opportunity to discuss their personal beliefs and views about literacy education as they bridge theory with practice. Instruction in this course will include lecture, written response, group activities, and group investigations.

**Exclusion:** [CTL7010H](#)  
**Method of Delivery:** In Class

## CTL7086H - Curriculum and Teaching in Music and Dance

**Credit Value:** 0.25

This course develops an awareness of and practice in the arts as a means of personal development and as a learning technique. The philosophy and practice of Music and Dance in education will be explored. The possibilities of conceptual development and expansion of THE CREATIVE PROCESS through the art of Music

and Dance with a particular focus on the cognitive, social, and artistic development of the child.

This course is designed to assist teachers in the Primary/Junior Division in the development, implementation and assessment/evaluation of Music and Dance focused learning experiences.

Candidates will explore music through singing, movement, musical games, playing instruments (recorder, percussion, djembes and boomwhackers) and developing their listening skills while at the same time creating, composing and improvising.

Current theories of arts in education will be incorporated as participants plan lessons, consider expectation(s) and implement assessment strategies as outlined in the Ministry documents. The use of Music and Dance as art as well as an INTEGRATIVE methodology for learning across the curriculum will provide a framework for the course.

**Exclusion:** CTL7017H  
**Method of Delivery:** In Class

## CTL7087H - Curriculum and Teaching in Drama and Dance

**Credit Value:** 0.25  
**Hours:** TBA

This course develops an awareness of and practice in the arts as a means of personal development and as a learning technique. The philosophy and practice of Dance and Drama in education will be explored. The possibilities of conceptual development and expansion of THE CREATIVE PROCESS through the art of Dance and Drama with a particular focus on the cognitive, social, and artistic development of the child.

This course is designed to assist teachers in the Primary/Junior Division in the development, implementation and assessment/evaluation of Dance and Drama focused learning experiences. Candidates will participate in work that involves games, movement, tableau, role-playing, storytelling, playmaking, writing in role, improvisation, interpretation and presentation. They will learn to explore the elements of dance through creative movement that may be inspired by picture books, visual images, and artworks and music. Candidates will also explore various forms of global dance and genres.

Current theories of arts in education will be incorporated as participants plan drama lessons, consider expectation(s) and implement assessment strategies as outlined in the Ministry documents. The use of Dance, Drama and Music as art forms as well as an INTEGRATIVE methodology for learning across the curriculum will provide a framework for the course.

**Exclusion:** CTL7017H  
**Method of Delivery:** In Class

## CTL7088H - Curriculum and Teaching in Visual Arts

**Credit Value:** 0.25  
**Hours:** TBA

As a part of the Curriculum & Instruction course, this module is designed to introduce you to strategies and approaches for teaching

Visual Arts Education to Primary and/or Junior learners. This course is designed to help OISE MT students (re)discover the theory and practice of Art Education, as well as understand and apply the knowledge, skills and attitudes necessary for effective teaching and learning that meets the diverse needs of students. Over the course you will become more competent and confident in working with learning tools and resources in each of these areas of the curriculum; developing lesson themes and ideas; and devising questions and learning activities for students. You will become familiar with the Ontario Ministry of Education curriculum policy documents: The Arts (2009), core concepts and teaching techniques, methods for integrating Art Education with other disciplines, including social justice, environmental education and indigenous approaches to knowing. Current ways of thinking about and teaching Art Education may differ significantly from when beginning teachers were students; therefore one of the aims of the course is to introduce new ways of thinking about these disciplines and their role in contemporary approaches to teaching and learning methodology for learning across the curriculum will provide a framework for the course.

**Exclusion:** CTL7071H  
**Method of Delivery:** In Class

## CTL7089H - Curriculum and Teaching in Physical Education

**Credit Value:** 0.25  
**Hours:** TBA

As a part of the Curriculum & Instruction course, this module is designed to introduce you to strategies and approaches for teaching Health & Physical Education (HPE) to Primary and/or Junior learners. This course is designed to help OISE MT students (re)discover the theory and practice of HPE, as well as understand and apply the knowledge, skills and attitudes necessary for effective teaching and learning that meets the diverse needs of students. Over the course you will become more competent and confident in working with learning tools and resources in each of these areas of the curriculum; developing lesson themes and ideas; and devising questions and learning activities for students. You will become familiar with the Ontario Ministry of Education curriculum policy documents: The Health & Physical Education (2010), core concepts and teaching techniques, methods for integrating HPE with other disciplines, including social justice, environmental education and indigenous approaches to knowing. Current ways of thinking about and teaching HPE may differ significantly from when beginning teachers were students; therefore one of the aims of the course is to introduce new ways of thinking about these disciplines and their role in contemporary approaches to teaching and learning.

**Exclusion:** CTL7071H  
**Method of Delivery:** In Class

## CTL7099Y - Major Research Paper

**Credit Value:** 1.00  
**Hours:** TBA

The Master of Teaching Research Project is designed to provide a deeper exploration of the interrelationships between educational theory, research, and practice. The overarching goal of this project is to engage students in an in-depth analysis of issues related to curriculum, teaching, and learning through systematic research. The MTRP has value both for students who are intending to pursue a career in classroom teaching, and for students who are planning to pursue doctoral studies. The Project involves the identification of a research problem, a literature review, data collection, data analysis,

the construction of a formal report, which is published in a public online repository, and a formal presentation. As part of this process, students develop a variety of research-related skills, including the ability to formulate effective research questions, conduct interviews, review the academic and professional literatures, analyze data, and present research findings.

**Method of Delivery:** In Class

## **CTL7100H - Mathematics Concepts for Elementary Teacher Candidates**

**Credit Value:** 0.00

**Hours:** TBA

This course equips students with the math knowledge and skills needed by Primary/Junior and Junior/Intermediate teachers. A strong foundation in math content knowledge is necessary for teachers to build pedagogical content knowledge capacities. Students will develop an understanding of numeracy concepts in: quantity relationships, operational sense and proportional reasoning. The course will build on problem solving content skills in multiplication, division, order of operations, fractions, decimals, percentages, ratios, integers, exponents, manipulating expressions and solving algebraic equations. Students will be immersed in meta-cognition as math learners and will reflect on their own math strengths, needs and learning styles. The course will offer various math pedagogies, such as math games and hands-on activities suitable for elementary classes. At the beginning of the course, teacher candidates may opt into taking a math proficiency test geared at the grade 8 and 9 level. Students who earn a minimum achievement of 90% on the test will earn an immediate CR grade for CTL 7100H and will be excused from the remainder of the course. This test is most appropriate for teacher candidates who have a major or minor in math for their undergraduate degree.

**Method of Delivery:** In Class

# Leadership, Higher and Adult Education

The Department of Leadership, Higher and Adult Education (LHAE) is home to three of OISE's graduate programs: Adult Education and Community Development, Educational Leadership and Policy, and Higher Education. LHAE is also home to three collaborative specializations in which students can pursue interdisciplinary work: Educational Policy; Comparative, International and Development Education; and Workplace Learning and Social Change.

## Overview of Programs

Codes: > =Field, • =Collaborative Specialization

### Adult Education and Community Development Program - MA, MEd, PhD

- *Indigenous Health* - MA, MEd, PhD
- *Aging, Palliative and Supportive Care Across the Life Course* - MA, MEd, PhD
- *Community Development* - MA, MEd
- *Comparative, International and Development Education* - MA, MEd, PhD
- *Educational Policy* - MA, MEd, PhD
- *Environment and Health* - MA, MEd, PhD
- *Environmental Studies* - MA, MEd, PhD
- *Sexual Diversity Studies* - MA, MEd, PhD
- *Women and Gender Studies* - MA, MEd, PhD
- *Workplace Learning and Social Change* - MA, MEd, PhD

### Educational Leadership and Policy Program - MA, MEd, EdD, PhD

- *Comparative, International and Development Education* - MA, MEd, EdD, PhD
- *Educational Policy* - MA, MEd, EdD, PhD
- *Ethnic and Pluralism Studies* - MA, MEd, EdD, PhD
- *Sexual Diversity Studies* - MA, MEd, EdD, PhD
- *Women and Gender Studies* - MA, MEd, EdD, PhD

- > International Educational Leadership and Policy - EdD only
- *Comparative, International and Development Education* - EdD
  - *Educational Policy* - EdD
  - *Ethnic and Pluralism Studies* - EdD
  - *Sexual Diversity Studies* - EdD
  - *Women and Gender Studies* - EdD

### Higher Education Program - MA, MEd, EdD, PhD

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

- > Education in the Professions - MEd
- *Comparative, International and Development Education* - MEd
  - *Educational Policy* - MEd
  - *Sexual Diversity Studies* - MEd
  - *Women and Gender Studies* - MEd

- > Student Development and Student Services in Higher Education - MEd
- *Comparative, International and Development Education* - MEd
  - *Educational Policy* - MEd

- *Sexual Diversity Studies* - MEd
- *Women and Gender Studies* - MEd

## Collaborative Specializations

LHAE is also home to three collaborative specializations which provide students with exposure to cross-field and cross-disciplinary approaches to educational problem framing and problem solving to broaden possibilities for innovative and effective interdisciplinary analysis. In order to participate in collaborative specialization, students must first be admitted to and registered in a regular degree program.

### *Comparative, International and Developmental Education (CIDE)*

CIDE is one of the world's largest, most diverse, and dynamic collaborative specializations in the field of comparative education. 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.

### *Educational Policy (EP)*

EP serves students interested in educational policy development and implementation, with particular emphasis on improving educational process. EP provides students with exposure to cross-field and cross-disciplinary approaches to educational problem framing and problem solving to broaden the possibilities for innovative and effective policy analysis.

### *Workplace Learning and Social Change (WLSC)*

WLSC is designed for students interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on social change. This specialization situates workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. It aims to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

NOTE: Please see Bulletin sections below for more information on LHAE programs.

- See the School of Graduate Studies Calendar for details on [Collaborative Specializations](#).
- See the School of Graduate Studies Calendar for [Graduate Faculty Members](#).

# Adult Education and Community Development

## Overview

The Adult Education and Community Development (AECD) program is one of the largest and oldest graduate programs in adult education. This multi-disciplinary program develops community capacities and mobilizes leaders and organizations concerned with

justice, equality and sustainability. The program's primary interest is in supporting and fostering learning that occurs beyond, alongside and within formal institutionally defined curricula. This catalytic learning is often informal, creating the bedrock of vibrant, engaged communities, which in turn creates opportunities for growth and facilitates equity for all individuals and groups, including those who are marginalized or disenfranchised. The program structure ensures exposure to the breadth of the field and provides students with the opportunity to develop an in-depth focus. The program is unique in combining adult education with community development, giving it a mandate that emphasizes enhancing ties to external communities, both locally and globally. Students have three degree program options within AECD: MEd, MA and PhD.

## Master of Arts

### Program Description

The MA is a research-based thesis degree program which can be taken on a full-time or part-time basis. The MA program focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street, and the virtual world any place where people come together to create social change. The program serves individuals seeking to develop skills for education, community, and organizational roles in a wide range of settings in public, private, and voluntary sectors. Graduates work with newcomers, youth, womens groups, LGBTQ agencies, organized labour, racialized people, and disenfranchised communities in positions that involve community engagement and education, policy development, leadership, mentorship, and organizational development. The department welcomes applicants with diverse but relevant backgrounds.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate bachelor's degree in a relevant discipline or professional program from a recognized university, with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - Either [LHA1100H Introduction to Adult Education](#) (0.5 FCE) or [LHA1102H Community Development: Innovative Models](#) (0.5 FCE).
  - [LHA1183H Masters Thesis Seminar](#) (0.5 FCE).
  - At least one research methods course (0.5 FCE).
  - Elective coursework, of which at least 2.0 FCEs must be from the Adult Education and Community Development program. Additional courses may be required of some students.
- A **thesis** based on original research, which may lay the groundwork for doctoral research.

### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## Master of Education

### Program Description

The MEd is a non-thesis, course-based professional degree program which can be taken on a full-time or part-time basis. The MEd program focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street, and the virtual world any place where people come together to create social change. 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. Graduates work with newcomers, youth, womens groups, LGBTQ agencies, organized labour, racialized people, and disenfranchised communities in positions that involve community engagement and education, policy development, leadership, mentorship, and organizational development. The department welcomes applicants with diverse but relevant backgrounds.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate bachelors degree in a relevant discipline or professional program from a recognized university, with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - Either [LHA1100H Introduction to Adult Education](#) (0.5 FCE) or [LHA1102H Community Development: Innovative Models](#) (0.5 FCE).
  - Elective coursework, of which at least 2.5 FCEs must be from the Adult Education and Community Development program.
  - One research methods course is recommended (0.5 FCE).

### Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

# Doctor of Philosophy

## Program Description

The PhD is a research-based thesis degree program which can be taken on a full-time or flexible-time basis. Designed to provide opportunities for advanced study in the theoretical foundations of adult education and community development and in the application of such knowledge to practice, the PhD focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street, and the virtual world any place where people come together to create social change.

Except for the time to completion, requirements for both the full-time and flexible-time programs are the same. The department welcomes applicants with diverse but relevant backgrounds.

## PhD Program (Full-Time Option)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate master's degree from a recognized university in a relevant discipline or professional program, with a minimum standing equivalent to a University of Toronto B+.
- Applicants 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 (QRP) to a standard satisfactory to the admissions committee.

### Program Requirements

- **Coursework.** Students must complete **3.0 full-course equivalents (FCEs)** as follows:
  - LHA3102H\**Doctoral Thesis Seminar* (0.5 FCE), recommended to be taken in the first session of the program.
  - At least 1.5 FCEs must be from the Adult Education and Community Development program. Students with little background in the area of Adult Education and Community Development may be required to complete an additional 0.5 FCE providing such background.
  - At least one research methods course (0.5 FCE).
- **Comprehensive requirement.** Normally, a major paper between 5,000 and 7,000 words in length (including tables, figures, and references), which consists of a comprehensive discussion of one or more literatures and/or debates of significance to Adult Education and Community Development.
- **Thesis.**
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

### Program Length

4 years

## Time Limit

6 years

\* *Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## PhD Program (Flexible-Time Option)

Applicants to the flexible-time option should be active professionals who demonstrate connections between their professional work and their proposed course program, and/or between their professional work and their proposed research. Capacity to secure blocks of time to enable concentrated study is required.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate master's degree from a recognized university in a relevant discipline or professional program, with a minimum standing equivalent to a University of Toronto B+.
- Applicants 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 (QRP) to a standard satisfactory to the admissions committee.

### Program Requirements

- **Coursework.** Students must complete **3.0 full-course equivalents (FCEs)** as follows:
  - LHA3102H\**Doctoral Thesis Seminar* (0.5 FCE), recommended to be taken in the first session of the program.
  - At least 1.5 FCEs must be from the Adult Education and Community Development program. Students with little background in the area of Adult Education and Community Development may be required to complete an additional 0.5 FCE providing such background.
  - At least one research methods course (0.5 FCE).
- **Comprehensive requirement.** Normally, a major paper between 5,000 and 7,000 words in length (including tables, figures, and references), which consists of a comprehensive discussion of one or more literatures and/or debates of significance to Adult Education and Community Development.
- **Thesis.**
- Students must register continuously until all degree requirements have been fulfilled. They register full-time during the first four years and may continue as part-time students thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

### Program Length

6 years

## Time Limit

8 years

*\*Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## MA, MEd, PhD Courses

Not all courses are offered every year. Please consult the [course schedule](#) posted on OISE's Office of the Registrar and Student Services' website.

<a href="#">LHA1100H</a>	Introduction to Adult Education
<a href="#">LHA1101H</a>	Program Planning in Adult Education
<a href="#">LHA1102H</a>	Community Development: Innovative Models
<a href="#">LHA1103H</a>	Introduction to Research Methods in Adult Education (RM)
<a href="#">LHA1105H</a>	Introduction to Qualitative Research: Part I (RM)
<a href="#">LHA1106H</a>	Introduction to Qualitative Research: Part II (RM)
<a href="#">LHA1107H</a>	Developing and Leading High Performing Teams: Theory and Practice
<a href="#">LHA1108H</a>	Adult Learning
<a href="#">LHA1109H</a>	Creative Empowerment Work with the Disenfranchised
<a href="#">LHA1110H</a>	Approaches to Teaching Adults
<a href="#">LHA1111H</a>	Working with Survivors of Trauma
<a href="#">LHA1113H</a>	Gender and Race at Work
<a href="#">LHA1114H</a>	Commons, Community and Social Justice
<a href="#">LHA1115H</a>	Learning for the Global Economy
<a href="#">LHA1119H</a>	Creating a Learning Organization
<a href="#">LHA1122H</a>	Practicum in Adult Education and Community Development (Credit/No Credit)
<a href="#">LHA1142H</a>	Young Adulthood in Crisis: Learning, Transitions, and Activism
<a href="#">LHA1143H</a>	Introduction to Feminist Perspectives on Society and Education
<a href="#">LHA1144H</a>	Queer Interventions: Tools for Community Organizing
<a href="#">LHA1145H</a>	Participatory Research in the Community and the Workplace (RM)
<a href="#">LHA1146H</a>	Women, War, and Learning
<a href="#">LHA1147H</a>	Women, Migration, and Work
<a href="#">LHA1148H</a>	Introduction to Workplace, Organizational, and Economic Democracy
<a href="#">LHA1149H</a>	Precarity and Dispossession: Urban Poverty and Rebel Cities
<a href="#">LHA1150H</a>	Critical Perspectives on Organizational Change
<a href="#">LHA1152H</a>	Individual Reading and Research in Adult Education: Masters Level
<a href="#">LHA1171H</a>	Foundations of Indigenous Education in Canada
<a href="#">LHA1180H</a>	Indigenous Worldviews: Implications for Education
<a href="#">LHA1181H</a>	Embodied Learning and Alternative Approaches to Community Wellness
<a href="#">LHA1182H</a>	Nonprofits, Co-operatives, and the Social Economy: An Overview
<a href="#">LHA1183H</a> <sup>+</sup>	Masters Research Seminar (Credit/No Credit)
<a href="#">LHA1184H</a>	Indigenous Knowledge: Implications for Education
<a href="#">LHA1185H</a>	Leadership in Organizations: Changing Perspectives
<a href="#">LHA1186H</a>	Organizational Change in the Nonprofit and Public Sectors
<a href="#">LHA1190H</a>	Community Healing and Peacebuilding
<a href="#">LHA1193H</a>	Adult Education for Sustainability
<a href="#">LHA1194H</a>	Cyberliteracy, Workplace, and Adult Education
<a href="#">LHA1195H</a>	Technology @Work: The Internet in Workplace Learning and Change
<a href="#">LHA1196H</a>	Walking Together, Talking Together: The Praxis of Reconciliation
<a href="#">LHA1197H</a>	The Pedagogy of Food
<a href="#">LHA3102H</a> <sup>+</sup>	Doctoral Thesis Seminar (Credit/No Credit)

<a href="#">LHA3104H</a>	Adult Education, Marxism, and Feminism
<a href="#">LHA3152H</a>	Individual Reading and Research in Adult Education: Doctoral Level
<a href="#">LHA3180H</a>	Global Governance and Educational Change: the Politics of International Cooperation in Education
<a href="#">LHA3182H</a>	Citizenship Learning and Participatory Democracy
<a href="#">LHA3183H</a>	Introduction to Institutional Ethnography (RM)
<a href="#">LHA3184H</a>	Indigenous Research Methodologies (RM)
<a href="#">LHA5100H</a>	Special Topics in Adult Education and Community Development: Masters Level
<a href="#">LHA6100H</a>	Special Topics in Adult Education and Community Development: Doctoral Level
<a href="#">CIE1001H</a>	Introduction to Comparative, International, and Development Education
<a href="#">CIE1002H</a>	Practicum in Comparative, International, and Development Education
<a href="#">CIE1006H</a>	Transnational Perspectives on Democracy, Human Rights, and Democratic Education in an Era of Globalization
<a href="#">CIE6000H</a>	Special Topics in Comparative, International, and Development Education
<a href="#">WPL1131H</a>	Introduction to Workplace Learning and Social Change
<a href="#">WPL2944H</a>	Sociology of Learning and Social Movements
<a href="#">WPL3931H</a>	Advanced Studies in Workplace Learning and Social Change

*\* Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.*

## Interprogram Courses

The following courses are accepted for credit in the Adult Education and Community Development program and will satisfy the programs requirement. For descriptions, see the relevant programs.

<a href="#">SJE1925H</a>	Indigenous Knowledge and Decolonization: Pedagogical Implications
<a href="#">SJE2942H</a>	Education and Work

# Educational Leadership and Policy

## Overview

The Educational Leadership & Policy (ELP) program is devoted to the study and development of policy, leadership, change, and social diversity in education. A combination of theory and practice assists students in developing skills, enabling them to cope with the complex demands of current education policies and procedures. The ELP program emphasizes PK-12 education in its research and teaching, and is designed to develop highly skilled educators, administrators, policy analysts, and academic practitioners. Within the program, students are able to explore the field more broadly or focus on one of four thematic strands: Policy, Leadership, Change and Social Diversity. Students have four degree program options within ELP: MEd, MA, EdD and PhD.



## Master of Arts

### Program Description

The MA program in Educational Leadership and Policy fosters the study of problems in leadership and policy with respect to educational programs, with an emphasis on elementary and secondary schools. It will best serve students who have a commitment to scholarship and research as a means of deepening their understanding of leadership action in schools or in other educational and service institutions.

The MA is available through both full-time and part-time studies. While experience in teaching and administration is not an essential prerequisite for admission, such experience provides a desirable background. The department welcomes applicants with diverse but relevant backgrounds.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university in a relevant discipline or professional program, with a grade equivalent to a University of Toronto B+ or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - [LHA1003H](#) *Designing Master's Research Proposals* (0.5 FCE).
  - [LHA1004H](#) *Research Literacy in Educational Leadership and Policy* (RM) (0.5 FCE).
  - [LHA1040H](#) *Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity* (0.5 FCE).
  - At least 2.0 FCEs must be in Educational Leadership and Policy, normally at the 1000 level or 5000 Special Topics level. Additional courses may be required of some students.
- **Thesis**, to be developed under the guidance of a faculty member.

### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## Master of Education

### Program Description

The MEd program in Educational Leadership and Policy is designed primarily for students who are interested in learning the nature and practice of leadership and policy, especially with respect to social diversity and change in elementary and secondary schools. The MEd degree can be pursued on a part-time or full-time basis. While experience in teaching and administration is not an essential

prerequisite for admission, such experience provides a desirable background. The department welcomes applicants with diverse but relevant backgrounds.

There are two MEd options available:

1. **Coursework Only Option** and
2. **Coursework Plus Major Research Paper Option.**

Students initially apply to and register in the Coursework Only Option. For registration in the Coursework Plus Major Research Paper Option, department permission is required.

The Coursework Only Option is available in two delivery models:

1. Regular MEd stream: students are accepted every year and can register on a full-time or part-time basis.
2. Online/Hybrid (part-time) Cohort-based stream: available in select years. Students move through the program as a cohort and register part-time. Applicants who are interested in the Online/Hybrid Cohort must specify their interest in this cohort in their Statement of Intent. However, due to limited space, admission to the MEd degree program does not guarantee membership in this cohort.

### MEd Program (Coursework Only Option [Regular Delivery])

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university in a relevant discipline with a grade equivalent to a University of Toronto mid-B or better in the final year.
- Two letters of reference. Whenever possible, one should be written by an educational professional for whom the applicant has worked. The second should be by a referee who can attest to the applicant's academic ability.

### Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [LHA1004H](#) *Research Literacy in Educational Leadership and Policy* (0.5 FCE), to be taken at the beginning of the program.
  - [LHA1040H](#) *Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity* (0.5 FCE), to be taken at the beginning of the program.
  - 4.0 other FCEs, of which at least 2.0 FCEs must be from the Educational Leadership and Policy program. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, or Social Diversity.

### Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## MEd Program (Coursework Only Option [Online/Hybrid Delivery, Part-Time Only])

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university in a relevant discipline with a grade equivalent to a University of Toronto mid-B or better in the final year.
- Two letters of reference. Whenever possible, one should be written by an educational professional for whom the applicant has worked. The second should be by a referee who can attest to the applicant's academic ability.

### Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [LHA1004H](#) *Research Literacy in Educational Leadership and Policy* (0.5 FCE), to be taken at the beginning of the program.
  - [LHA1040H](#) *Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity* (0.5 FCE), to be taken at the beginning of the program.
  - 4.0 other FCEs, of which at least 2.0 FCEs must be from the Educational Leadership and Policy program. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, or Social Diversity.

### Program Length

10 sessions part-time

### Time Limit

6 years part-time

## MEd Program (Coursework Plus Major Research Paper Option)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university in a relevant discipline with a grade equivalent to a University of Toronto mid-B or better in the final year.
- Two letters of reference. Whenever possible, one should be written by an educational professional for whom the applicant has worked. The second should be by a referee who can attest to the applicant's academic ability.

## Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - [LHA1003H](#) *Designing Master's Research Proposals* (0.5 FCE). Part-time students are recommended to take this course towards the end of their program; full-time students are recommended to take it in Year 1.
  - [LHA1040H](#) *Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity* (0.5 FCE), to be taken at the beginning of the program.
  - 3.0 other FCEs, of which at least 1.5 FCEs must be from the Educational Leadership and Policy program. Students may choose to focus on one of the four program strands: Policy, Leadership, Change, or Social Diversity. [LHA1004H](#) *Research Literacy in Educational Leadership and Policy (RM)* is strongly recommended.
- **Major Research Paper (MRP):** [LHA2001Y<sup>0</sup>](#) *Major Research Paper* to be carried out under the guidance of a faculty member.

### Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## Doctor of Education

### Program Description

The EdD program in Educational Leadership and Policy is intended to shape highly competent leadership positions in school systems and other educational institutions. The program is specifically designed for working professional educators who want to develop the intellectual and research skills that will help them refine their practice as leaders in educational systems.

The EdD program is offered full-time in a cohort format. The department welcomes applicants with diverse but relevant backgrounds.

Students cannot transfer between the EdD and PhD programs.

### EdD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- Master's degree in the area of Educational Leadership and Policy or an equivalent degree with high academic standing from a recognized university.
- In addition to the Statement of Intent, a supplementary writing sample is required, which will help the admissions committee to assess an applicant's readiness to succeed in rigorous coursework and to conduct systematic research for the EdD. Applicants typically submit a master's-level Major Research

Paper or thesis as their writing sample. Applicants who do not have a Major Research Paper or thesis must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. Examples include a masters-level course paper, a policy document, and a professional publication.

- The applicant must be in a leadership position in education, or must have held a leadership position, or must demonstrate potential for leadership.

## Program Requirements

- **Coursework.** Students must complete **4.0 core full-course equivalents (FCEs)** as follows:
  - [LHA3003H](#) *Designing Research Proposals in Educational Leadership and Policy* (Credit/No Credit; 0.5 FCE).
  - [LHA3004H](#) *Research and Literacy for the EdD Program* (0.5 FCE).
  - [LHA3005H](#) *Introduction to Research Methods for the EdD-RM* (0.5 FCE).
  - [LHA3006H](#) *Data Analysis for the Education Doctorate-RM* (0.5 FCE) **or** another research methods course.
  - [LHA3007H](#) *Literature Reviews for the EdD Program* (0.5 FCE).
  - [LHA3040H](#) *People and Power in Organizations* (0.5 FCE).
  - [LHA3041H](#) *Doctoral Seminar on Policy Issues in Education* (0.5 FCE).
  - Additional 0.5 FCE at the 3000 level or 6000 Special Topics level.
- **Comprehensive examination.** Successful oral defence of a written portfolio that emphasizes reflective practice.
- **Thesis (dissertation in practice) proposal hearing.**
- **Thesis (dissertation in practice):** The thesis (dissertation in practice) is the culminating component of the Doctor of Education degree in Educational Leadership and Policy that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within or beyond a traditional educational setting, aimed at improving practice at local, regional, national, or international levels.
- Students cannot transfer between the EdD and PhD programs.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.

## Program Length

4 years

## Time Limit

6 years

## Field: International Educational Leadership and Policy

The field in International Education Leadership and Policy within the Educational Leadership and Policy EdD program offers a robust, world-class program of study structured for professionals working within international settings in positions of leadership and policymaking who want to create impact in their field and mobilize new solutions to real-world problems.

The EdD program is offered full-time in a cohort format and will be delivered in a hybrid modality with short on-campus Institutes. The majority of courses will be offered online. The department welcomes applicants with diverse but relevant backgrounds.

Students cannot transfer between the EdD and PhD programs.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- Master's degree in the area of Educational Leadership and Policy or an equivalent degree with high academic standing from a recognized university.
- In addition to the Statement of Intent, in which applicants will demonstrate experience and interest in studying international issues in education policy and leadership, a supplementary writing sample is required, which will help the admissions committee to assess an applicant's readiness to succeed in rigorous coursework and to conduct systematic research for the EdD. Applicants typically submit a master's-level Major Research Paper or thesis as their writing sample. Applicants who do not have a Major Research Paper or thesis must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. Examples include a masters-level course paper, a policy document, and a professional publication.
- The applicant must be in a leadership position in education in an international setting, or must have held a leadership position, or must demonstrate the relevance of the program to their position or professional development in international education policy.

## Program Requirements

- **Coursework.** Students must complete **4.0 core full-course equivalents (FCEs)** as follows:
  - [LHA3003H](#) *Designing Research Proposals in Educational Leadership and Policy* (0.5 FCE; Credit/No Credit)
  - [LHA3005H](#) *Introduction to Research Methods for the EdD-RM* (0.5 FCE)
  - [LHA3006H](#) *Data Analysis for the Education Doctorate-RM* (0.5 FCE)
  - [LHA3007H](#) *Literature Reviews for the EdD Program* (0.5 FCE)
  - [LHA3040H](#) *People and Power in Organizations* (0.5 FCE)
  - [LHA3041H](#) *Doctoral Seminar on Policy Issues in Education* (0.5 FCE)
  - 0.5 elective FCE chosen from 1000, 3000, or 6000-level courses as available online **or**
    - individual reading course ([LHA3052H](#)) **or**
    - practicum course ([CIE1002H](#)) (0.5 FCE)
  - [LHA3008H](#) *Professional Seminar and Dissertation Workshop in International Educational Leadership and Policy* (0.5 FCE)
  - Courses will be offered in specialized sections for the International Educational Leadership and Policy field cohort with course syllabi adapted to reflect the international educational policy focus.
  - Attendance in an on-campus Institute will be required to allow face-to-face delivery of one course in each of Years 1, 2, and 3. The Institute will foster cohort engagement and exchange; orientation to the OISE professors, the University of Toronto, and the program.
  - All other courses will be offered online using synchronous and asynchronous modalities.
- **Comprehensive examination.** Successful oral defence of a portfolio that emphasizes reflective practice will be held using video-conferencing.

- **Thesis (dissertation in practice) proposal hearing.**
- **Thesis (dissertation in practice):** The thesis (dissertation in practice) is the culminating component of the Doctor of Education degree in International Educational Leadership and Policy that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within or beyond a traditional educational setting, aimed at improving practice at local, regional, national, or international levels.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.

## Program Length

4 years

## Time Limit

6 years

## Doctor of Philosophy

The PhD program in Educational Leadership and Policy fosters the study of problems in the administration and leadership of educational programs. It best serves students who are committed to scholarship and research as a means for deepening their understanding of leadership in schools or in other educational and service institutions.

The program offers both full-time and flexible-time options. While experience in teaching and leadership is not an essential prerequisite for admission, such experience provides a desirable background. The department welcomes applicants with diverse but relevant backgrounds.

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate master's degree, from a recognized university in a relevant discipline or professional program, with a minimum standing equivalent to a University of Toronto A.
- In addition to the Statement of Intent, a supplementary writing sample is required, which will help the admissions committee to assess an applicant's readiness to succeed in rigorous coursework and to conduct systematic research for the PhD. Applicants typically submit a master's-level Major Research Paper or thesis as their writing sample. Applicants who do not have a Major Research Paper or thesis must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. The admissions committee will look for evidence that applicants understand how to, or have the potential to, craft an academic document, display an ability to define a research problem, devise an appropriate focus for an inquiry, assemble and analyze evidence, and develop conclusions in a rigorous manner. Examples include a masters-

level course paper, a policy document, and a professional publication.

## Program Requirements

- **Coursework.** Students must complete a minimum of **3.0 full-course equivalents (FCEs)** as follows:
  - LHA3040H *People and Power in Organizations* (0.5 FCE).
  - 1.0 FCE in research methods, to be chosen in consultation with the faculty advisor (excluding LHA1003H and LHA1004H, which may not be counted towards this requirement). 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 study.
  - At least 0.5 FCE at the 3000 level or the 6000 Special Topics level from the Educational Leadership and Policy program.
- **Comprehensive examination.** Successful oral defence of a written **portfolio** that emphasizes reflective practice.
- **Thesis proposal hearing.**
- **Thesis.**
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate master's degree, from a recognized university in a relevant discipline or professional program, with a minimum standing equivalent to a University of Toronto A.
- In addition to the Statement of Intent, a supplementary writing sample is required, which will help the admissions committee to assess an applicant's readiness to succeed in rigorous coursework and to conduct systematic research for the PhD. Applicants typically submit a master's-level Major Research Paper or thesis as their writing sample. Applicants who do not have a Major Research Paper or thesis must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. The admissions committee will look for evidence that applicants understand how to, or have the potential to, craft an academic document, display an ability to define a research problem, devise an appropriate focus for an inquiry, assemble and analyze evidence, and develop conclusions in a rigorous manner. Examples include a masters-level course paper, a policy document, and a professional publication.
- Applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, and/or between their professional work and their

proposed research. Capacity to secure blocks of time to enable concentrated study is required.

## Program Requirements

- **Coursework.** Students must complete a minimum of **3.0 full-course equivalents (FCEs)** as follows:
  - [LHA3040H](#) *People and Power in Organizations* (0.5 FCE).
  - 1.0 FCE in research methods, to be chosen in consultation with the faculty advisor (excluding [LHA1003H](#) and [LHA1004H](#), which may not be counted towards this requirement). 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 study.
  - At least 0.5 FCE at the 3000 level or the 6000 Special Topics level from the Educational Leadership and Policy program.
- **Comprehensive examination.** Successful oral defence of a written **portfolio** that emphasizes reflective practice.
- **Thesis proposal hearing.**
- **Thesis.**
- Students must register continuously until all degree requirements have been fulfilled. They register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

6 years

## Time Limit

6 years

## MA, MEd, EdD, PhD Courses

Not all courses are offered every year. Please consult the [course schedule](#) posted on OISE's Office of the Registrar and Student Services' website.

Some sections of existing courses are offered off campus and online in order to make them available to students in localities far from Toronto.

<a href="#">EDP3045H</a>	Educational Policy and Program Evaluation
<a href="#">EDP3145H</a>	Advanced Issues in Educational Policy Analysis and Program Evaluation
<a href="#">JOI3043H</a>	Development and Use of Surveys in Education Research (RM)
<a href="#">JOI3048H</a>	Intermediate Statistics in Educational Research: Multiple Regression Analysis (RM)
<a href="#">LHA1003H</a>	Designing Master's Research Proposals
<a href="#">LHA1004H</a>	Research Literacy in Educational Leadership and Policy (RM)
<a href="#">LHA1012H</a>	Organizational Culture and Decision Making
<a href="#">LHA1016H</a>	School Program Development and Implementation
<a href="#">LHA1018H</a>	Political Skill in the Education Arena
<a href="#">LHA1019H</a>	Diversity and the Ethics of Educational Leadership and Policy
<a href="#">LHA1020H</a>	Teachers and Educational Change
<a href="#">LHA1030H</a>	The Legal Context of Education

<a href="#">LHA1035H</a>	Sociology of Education
<a href="#">LHA1040H</a>	Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity
<a href="#">LHA1041H</a>	Social and Policy Contexts of Schooling
<a href="#">LHA1042H</a>	Educational Leadership and Diversity
<a href="#">LHA1047H</a>	Managing Changes in Classroom Practice
<a href="#">LHA1048H</a>	Educational Leadership and School Improvement
<a href="#">LHA1050H</a>	Themes and Issues in Policy, Leadership, Change, and Social Diversity
<a href="#">LHA1052H</a>	Individual Reading and Research in Educational Leadership and Policy: Masters Level
<a href="#">LHA1060H</a>	School Leadership Seminar 1
<a href="#">LHA1061H</a>	School Leadership Seminar 2
<a href="#">LHA1065H</a>	Educational Equity and Excellence in International Comparison
<a href="#">LHA1066H</a>	Comparative and International Perspectives on Gender and Education Policy and Practice (exclusion: <a href="#">CIE6000H</a> )
<a href="#">LHA2001Y<sup>0</sup></a>	Major Research Paper
<a href="#">LHA3003H</a>	Designing Research Proposals in Educational Leadership and Policy (Credit/No Credit)
<a href="#">LHA3004H</a>	Research Literacy for the EdD Program
<a href="#">LHA3005H</a>	Introduction to Research Methods for the EdD-RM (prerequisite: <a href="#">LHA3004H</a> )
<a href="#">LHA3006H</a>	Data Analysis for the Education Doctorate-RM (prerequisite: <a href="#">LHA3005H</a> )
<a href="#">LHA3007H</a>	Literature Reviews for the EdD Program (prerequisite: <a href="#">LHA3004H</a> )
<a href="#">LHA3008H</a>	Professional Seminar and Dissertation Workshop in International Educational Leadership and Policy
<a href="#">LHA3022H</a>	The Investigation of School Culture: An Examination of the Daily Life of Schools
<a href="#">LHA3030H</a>	Advanced Legal Issues in Education
<a href="#">LHA3040H</a>	People and Power in Organizations
<a href="#">LHA3041H</a>	Doctoral Seminar on Policy Issues in Education
<a href="#">LHA3042H</a>	Field Research in Educational Leadership and Policy (RM)
<a href="#">LHA3044H</a>	Internship/Practicum in Educational Leadership and Policy
<a href="#">LHA3047H</a>	Research Seminar on Leadership and Educational Change
<a href="#">LHA3052H</a>	Individual Reading and Research in Educational Leadership and Policy: Doctoral Level
<a href="#">LHA5000H</a>	Special Topics in Educational Leadership and Policy: Master's Level
<a href="#">LHA6000H</a>	Special Topics in Educational Leadership and Policy: Doctoral Level

<sup>0</sup> Course that may continue over a program. The course is graded when completed.

## Interprogram Courses

The following course is accepted for credit in the Educational Leadership and Policy program and will satisfy that programs requirement. For a description, see the relevant program.

<a href="#">LHA2006H</a>	Educational Finance and Economics (exclusion: students who have taken <a href="#">LHA1017H</a> or <a href="#">LHA1841H</a> are not eligible to take <a href="#">LHA2006H</a> )
<a href="#">LHA3180H</a>	Global Governance and Educational Change: the Politics of International Cooperation in Education

# Higher Education

## Overview

The Higher Education program is focused on the study of Canadian post-secondary institutions. It includes study of: all forms of public and private higher education including those in international settings; higher education systems and their historical development; governance, financing, leadership and management; teaching and learning in the professions; the student experience; and, post-secondary education policy and practice. The theme running through all areas is a commitment to social justice, equity, access and student success. All students will learn about higher education in Canada, and many will also choose to learn about higher education from an international, comparative perspective. The program offers the MEd in Higher Education, as well as research-focused MA and PhD degree programs. Three professional fields of student are offered: Education in the Professions (MEd); Student Development and Student Services in Higher Education (MED); and Higher Education (MEd). Students in our program can also include study in one of a range of collaborative specializations which will broaden their studies in an area related to their interests.

## Master of Arts

### Program Description

The MA in Higher Education is a research-stream program that focuses on higher education as a field of study. It best serves students seeking the knowledge and research skills needed to pursue administrative and policy careers related to higher education. The MA program also prepares students to pursue doctoral studies in higher education and related fields.

The MA is available through both full-time and part-time studies. The department welcomes applicants with diverse but relevant backgrounds.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - LHA3803H *Doctoral Seminar: Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - 0.5 FCE in research methods approved by the faculty advisor.
  - 3.0 other FCEs, of which 1.5 FCEs must be from the Higher Education program.
- **Thesis**

### Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## Master of Education

### Program Description

The Master of Education is a course-based, professional degree designed primarily for higher education professionals seeking to advance their understanding of the issues confronting their institution and the postsecondary system. It best serves students seeking research-informed knowledge on how colleges and universities work in order to pursue or advance administrative and policy careers related to higher education. The program can be pursued on a full-time or part-time basis.

The Master of Education is offered in three fields: 1) Education in the Professions; 2) Higher Education; and 3) Student Development and Student Services in Higher Education.

#### Field: Education in the Professions

The Education in the Professions field is a course-based professional masters designed for individuals working in areas such as the health professions, law and law enforcement, engineering, and public services, who are planning a career in educational administration, teaching, and leadership. This field introduces the broader area of higher education as well as current issues and research methods in education research in the professions. Two options are offered:

- Coursework Only Option
- Coursework Plus Major Research Paper Option

Students initially apply to and register in the Coursework Only Option. For registration in the Coursework Plus Major Research Paper Option, departmental permission is required.

#### Field: Higher Education

The Higher Education field is offered in two delivery models:

- **Regular MEd stream:** students are accepted every year and can register on a full-time or part-time basis.
- **Leadership Cohort stream:** available in select years. The focus of the cohort is on leadership in higher education, and the expectation is that students have experience in, or are aspiring to, work in that professional capacity in colleges or universities. Students move through the Higher Education field as a cohort and register part-time. Classes are generally offered in a compressed format to suit working professionals. Applicants must specify interest in the cohort in their Statement of Intent. However, due to limited space, admission to the Higher Education field does not guarantee membership in the Leadership Cohort.

## Field: Student Development and Student Services in Higher Education

The Student Development and Student Services in Higher Education field is designed for student development and student services professionals who are seeking to acquire the knowledge and skills that are evidence- and experientially based to provide leadership in various types of postsecondary institutions.

## MEd Program (Field: Education in the Professions)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements (Coursework Only Option)

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [LHA1803H](#) *Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - 1.0 FCE in the Education in the Professions field.
  - 1.0 FCE in the general Higher Education program.
  - 0.5 FCE in research methods approved by the faculty advisor.
  - 2.0 FCEs in electives.

### Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

### Program Requirements (Coursework Plus Major Research Paper Option)

Students initially apply to and register in the MEd Coursework Only Option. For registration in the Coursework Plus Major Research Paper Option, departmental permission is required.

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - [LHA1803H](#) *Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - 1.0 FCE in the Education in the Professions field.
  - 1.0 FCE in the general Higher Education.
  - 0.5 FCE in research methods.
  - 1.0 FCE in electives.
- **Major Research Paper (MRP):** [LHA2001Y<sup>0</sup>](#) *Major Research Paper*, to be carried out under the guidance of a faculty member.

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## MEd Program (Field: Higher Education)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:
  - [LHA1803H](#) *Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - 0.5 FCE in research methods.
  - 4.0 FCEs in electives, of which 1.5 FCEs must be from the Higher Education field.

### Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

### Time Limit

3 years full-time;  
6 years part-time

## MEd Program (Field: Student Development and Student Services in Higher Education)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- An appropriate bachelors degree from a recognized university with a grade equivalent to a University of Toronto mid-B or better in the final year.

### Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCEs)** as follows:

- [LHA1803H](#) *Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
- 1.5 FCEs in Student Development and Student Services:
  - [LHA1844H](#) *The Student Experience in Postsecondary Education* (0.5 FCE).
  - [LHA1854H](#) *Student Development Theory* (0.5 FCE).
  - [LHA1856H](#) *Advanced Student Development Theories in Higher Education* (0.5 FCE).
- 3.0 FCEs including:
  - 0.5 FCE from the Higher Education field.
  - 0.5 FCE in research methods.
- Depending on an individual student's professional experience, students may be advised to take [LHA1853H](#) *Introduction to Student Services* (0.5 FCE).

advisor, in another graduate department at the University of Toronto.

- supervised applied research practicum (0.5 FCE).
- collaborative proseminar (0.5 FCE).
- **Comprehensive examination.** The objective of the doctoral comprehensive examination is to ensure that all students master at least one substantive research area in Higher Education and have the capacity to develop their own written analysis of selected issues within this area. The examination is designed to ensure that students are familiar with the literature and concepts associated with their special area of study within the field of Higher Education.
- **Thesis** reporting the results of original research on an applied topic in postsecondary education.
- Students may begin their EdD degree on a full-time or a part-time basis but must maintain continuous registration. They must register full-time for a minimum of two consecutive sessions, not including Summer, of on-campus study. Once enrolled full-time, students must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis, are completed.

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## Doctor of Education

### Program Description

The EdD Program in Higher Education is intended to shape highly competent professionals in leadership positions in higher education administration or policy. It best serves students seeking the knowledge and research skills needed to pursue research-grounded professional careers in colleges, universities, government agencies, professional associations, and international organizations.

The EdD program can be pursued either on a part-time or full-time basis. The department welcomes applicants with diverse but relevant backgrounds.

Students cannot transfer between the EdD and PhD programs.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- Relevant and acceptable MEd or MA. In individual cases, students with a highly relevant masters degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required.

### Program Requirements

- **Coursework.** Students must complete a minimum of **4.0 full-course equivalents (FCEs)** as follows:
  - [LHA1803H](#) *Recurring Issues in Postsecondary Education* (0.5 FCE).
  - at least 1.0 other FCE in Higher Education.
  - 0.5 FCE in research methods approved by the faculty advisor.
  - 1.0 FCE selected either in Higher Education or in another graduate program at OISE or, with the approval of the faculty

## Program Length

4 years full-time; 6 years part-time

## Time Limit

6 years full-time; 6 years part-time

## Doctor of Philosophy

### Program Description

The PhD Program in Higher Education fosters research-grounded study of higher education administration and policy. It best serves students seeking the knowledge and research skills needed to pursue careers in colleges, universities, government agencies, professional associations, and international organizations as a higher education expert. The program offers both full-time and flexible-time options.

The Doctor of Philosophy is available in two delivery models:

- **Regular PhD stream:** students are accepted every year into the full-time or flexible-time program.
- **The Community College Leadership (CCL) Cohort:** available in select years. The CCL Cohort is designed for emerging college leaders and focuses specifically on the college system. The CCL is mostly offered in compressed mode, mainly on weekends, to suit working professionals pursuing a flexible-time program. Applicants must specify their interest in the CCL Cohort in their Statement of Intent.

The department welcomes applicants with diverse but relevant backgrounds.

### PhD Program (Full-Time Option)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the



Department of Leadership, Higher and Adult Educations additional admission requirements stated below.

- Relevant and acceptable MEd or MA. In individual cases, students with a highly relevant masters degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education may be required.

## Program Requirements

- **Coursework.** Students must complete a minimum **3.0 full-course equivalents (FCEs)** as follows:
  - [LHA3803H](#) *Doctoral Seminar: Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - [LHA3804H](#) *Doctoral Research Seminar in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - at least 1.0 other FCE in Higher Education.
  - 0.5 FCE in research methods approved by the faculty advisor.
  - 0.5 FCE 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.
- **Comprehensive examination.** The objective of the doctoral comprehensive examination is to ensure that all students master at least one substantive research area in Higher Education and have the capacity to develop their own written analysis of selected issues within this area. The examination is designed to ensure that students are familiar with the literature and concepts associated with their special area of study within the field of Higher Education.
- **Thesis** reporting the results of original research in postsecondary education.
- Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time Option)

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Educations additional admission requirements stated below.
- Relevant and acceptable MEd or MA. In individual cases, students with a highly relevant masters degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education may be required.
- Applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, and/or between their professional work and their proposed research. Applicants should have capacity to secure blocks of time to enable concentrated study.

## Program Requirements

- **Coursework.** Students must complete a minimum **3.0 full-course equivalents (FCEs)** as follows:
  - [LHA3803H](#) *Doctoral Seminar: Recurring Issues in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - [LHA3804H](#) *Doctoral Research Seminar in Postsecondary Education* (0.5 FCE), to be taken at the beginning of the program.
  - at least 1.0 other FCE in Higher Education.
  - 0.5 FCE in research methods approved by the faculty advisor.
  - 0.5 FCE 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.
- **Comprehensive examination.** The objective of the doctoral comprehensive examination is to ensure that all students master at least one substantive research area in Higher Education and have the capacity to develop their own written analysis of selected issues within this area. The examination is designed to ensure that students are familiar with the literature and concepts associated with their special area of study within the field of Higher Education.
- **Thesis** reporting the results of original research in postsecondary education.
- Students must register continuously until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

6 years

## Time Limit

6 years

## MA, MEd, EdD, PhD Courses

Not all courses are offered every year. Please consult the [course schedule](#) posted on OISE's Office of the Registrar and Student Services' website.

<a href="#">LHA1803H</a>	Recurring Issues in Postsecondary Education
<a href="#">LHA1805H</a>	The Community College
<a href="#">LHA1806H</a>	Systems of Higher Education
<a href="#">LHA1807H</a>	System-Wide Planning and Policy for Higher Education
<a href="#">LHA1809H</a>	Administration of Colleges and Universities
<a href="#">LHA1811H</a>	Organizational Change in Higher Education
<a href="#">LHA1812H</a>	Education and the Professions
<a href="#">LHA1814H</a>	Lifelong Learning and Professional and Vocational Education (exclusion: <a href="#">LHA5807H</a> Special Topics in Higher Education: Master's Level)
<a href="#">LHA1815H</a>	Teaching in Institutions of Higher Education
<a href="#">LHA1816H</a>	Sociology of Higher Education (exclusion: <a href="#">LHA5807H</a> Special Topics in Higher Education: Master's Level)

<a href="#">LHA1818H</a>	Politics of Higher Education (exclusion: <a href="#">LHA5806H</a> Special Topics in Higher Education: Master's Level)
<a href="#">LHA1825H</a>	Comparative Education: Theory and Methodology
<a href="#">LHA1826H</a>	Comparative Higher Education
<a href="#">LHA1828H</a>	Evaluation in Higher Education
<a href="#">LHA1834H</a>	Qualitative Research in Higher Education
<a href="#">LHA1835H</a>	Logics and Strategies of Case Study Research (RM)
<a href="#">LHA1836H</a>	Critical Analysis of Research in Higher Education
<a href="#">LHA1843H</a>	Higher Education and the Law
<a href="#">LHA1844H</a>	The Student Experience in Postsecondary Education
<a href="#">LHA1846H</a>	Internationalization of Higher Education in a Comparative Perspective
<a href="#">LHA1848H</a>	Innovative Curricula in Higher Education and the Professions
<a href="#">LHA1852H</a>	Individual Reading and Research in Higher Education: Masters Level
<a href="#">LHA1853H</a>	Introduction to Student Services
<a href="#">LHA1854H</a>	Student Development Theory
<a href="#">LHA1855H</a>	Capstone in Student Development and Student Services
<a href="#">LHA1856H</a>	Advanced Student Development Theories in Higher Education
<a href="#">LHA1857H</a>	Leadership in Student Affairs and Services
<a href="#">LHA1860H</a>	Capstone Project for Higher Education Leadership Cohort Option (exclusion: <a href="#">LHA5805H</a> Special Topics in Higher Education: Master's Level)
<a href="#">LHA2006H</a>	Educational Finance and Economics (exclusion: students who have taken <a href="#">LHA1017H</a> or <a href="#">LHA1841H</a> are not eligible to take <a href="#">LHA2006H</a> )
<a href="#">LHA3803H</a>	Doctoral Seminar: Recurring Issues in Postsecondary Education
<a href="#">LHA3804H</a>	Doctoral Research Seminar in Higher Education
<a href="#">LHA3810H</a>	International Academic Relations
<a href="#">LHA3852H</a>	Individual Reading and Research in Higher Education: Doctoral Level
<a href="#">LHA5800H</a>	Special Topics in Higher Education: Master's Level
<a href="#">LHA6800H</a>	Special Topics in Higher Education: Doctoral Level

## Interprogram Course

The following course is accepted for credit in the Higher Education program and will satisfy that programs requirement. For a description, see the relevant program.

<a href="#">SJE2941H</a>	Bourdieu: Theory of Practice in Social Sciences
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## Leadership, Higher and Adult Education Courses

### CIE1001H - Introduction to Comparative, International and Development Education

**Credit Value:** 0.50  
**Hours:** TBA

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. CIDE students only or by permission of instructor.

**Method of Delivery:** Online, In Class

### CIE1002H - Practicum for Comparative, International and Development Education

**Credit Value:** 0.50  
**Hours:** TBA

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, CIE1001H, and at least one other CIDE course.

**Method of Delivery:** In Class

### CIE1005H - Special Topics in Comparative, International and Development Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

### CIE1006H - Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization

**Credit Value:** 0.50  
**Hours:** TBA

The course aims to: (i) explore national and *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization* drawing on experience and scholarship; (ii) provide opportunities for in depth engagement both with leading scholars acting as faculty and with students from other universities; and (iii) build global professional networks among students and faculty.

Students are expected to: (i) engage with key concepts relevant to democratic education such as: democracy, citizenship, human rights, antiracism, discrimination, equalities; (ii) interrogate transnational research and scholarship on *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization*, using a variety of perspectives including sociology, political science and pedagogy; (iii) critically evaluate and compare different national and international approaches to democratic citizenship education; (iv) apply understandings of democracy and human rights to educational contexts; and (v) develop and implement policies and programs for democratic education.

Based on a seminar mode, each school of education will suggest a number of faculty/professor as guest speakers in the area broadly defined as *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization*. From the pool of the professors, the U of T course director and collaborating faculty from of the other two institutions will select 3 to 4 guest speakers for the course on each offering. This course will be offered on-line to ensure synchronous delivery and participation of students across three different time zones: Toronto, London and Melbourne, each of the 12 sessions will take 2 hours only without break. Each guest speaker will be offering a brief lecture up to 15 minutes highlighting key issues around the topic of their scholarship. The rest of the class will be based on various forms of critical dialog and discussion (individual, group and whole class active learning activities). The speakers will also provide 2 to 3 readings (one from their publications and two from other scholars' works), which will be distributed prior to the session and will be available on the online forum. Based on the primacy of dialogue, each topic/session is expected to ensure that the participants' personal knowledge, the readings, and the instructors' knowledge are brought into synthesized and integrated learning outcomes. Instructional variety (seminars, pair/group discussions, lectures, guest speakers, Video-recordings) and intellectual challenge are the key elements in the course's pedagogy. In addition, reflection, cooperative learning, inclusive classroom ethos, critical thinking, social skills development, a culture of encouragement, and reciprocal sharing and learning are a must for each session.

**Prerequisite:** One page rationale submitted by MA & PhD students to instructor, justifying the course relevance to them prior to being enrolled in course.

**Method of Delivery:** Online, In Class

## CIE1500H - Special Topics in Comparative, International and Developmental Education

**Credit Value:** 0.50

**Hours:** 36L

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.

**Method of Delivery:** In Class

## EDP3045H - Educational Policy and Program Evaluation

**Credit Value:** 0.50

**Hours:** TBA

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 Specialization-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.

**Exclusion:** Students who have previously completed [LHA3045H](#) or [TPS3045H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## EDP3145H - Advanced Issues in Educational Policy Analysis and Program Evaluation

**Credit Value:** 0.50

**Hours:** TBA

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.

**Exclusion:** Students who have previously completed [LHA3145H](#) or [TPS3145H](#) are prohibited from taking this course.

**Method of Delivery:** In Class

## JOI3043H - Development and Use of Surveys in Education Research [RM]

**Credit Value:** 0.50

**Hours:** 36L

An exploration of the history and current use of survey research in educational leadership and policy. 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.

**Method of Delivery:** In Class

## JOI3048H - Intermediate Statistics in Educational Research: Multiple Regression Analysis [RM]

**Credit Value:** 0.50

This is an intermediate applied statistics course designed for students who have already taken one course in elementary concepts

(e.g., sampling and statistical inference). The course covers the use, interpretation, and presentation of bivariate and multivariate linear regression models, curvilinear regression functions, dummy and categorical variables, and interactions; as well as model selection, assumptions, and diagnostics. Examples and assignments will draw from commonly-used large-scale educational datasets. Students are encouraged to use Stata; the course will also serve as an introduction to this software package (students may instead choose to use SPSS or other software they are familiar with). The objective of the course is to equip students with the skills to use, interpret and write about regression models in their own research.

**Prerequisite:** An introductory statistics course such as [JOI1287H](#) or equivalent, or permission of instructor

**Method of Delivery:** In Class

## LHA1003H - Designing Master's Research Proposals

**Credit Value:** 0.50

**Hours:** 36L

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.

**Enrolment Limits:**

This course is required for MA and MEd students pursuing an MRP. Part-time students are recommended to take this course toward the end of their program; full-time students are recommended to take it in their first year.

**Method of Delivery:** In Class

## LHA1004H - Research Literacy in Educational Leadership and Policy [RM]

**Credit Value:** 0.50

**Hours:** TBA

The goals of this course are to provide students with an introduction to the purposes of research in educational leadership and policy 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.

**Method of Delivery:** Online, In Class

## LHA1012H - Organizational Culture and Decision-Making

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1016H - School Program Development and Implementation

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1018H - Political Skill in the Education Arena

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1019H - Diversity and the Ethics of Educational Administration

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online

## LHA1020H - Teachers and Educational Change

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1026H - Evaluation of Professional Personnel in Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1029H - Special Applications of the Administrative Process

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1030H - The Legal Context of Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1035H - Sociology of Education

**Credit Value:** 0.50

**Hours:** TBA

This course offers a broad survey of contemporary research, theory and debates in Sociology of Education. The course is organized by 3 major connections between schools and society: social organization, selection, and socialization. It will examine how schooling has become a core institution in modern society, central for understanding emerging forms of culture, economy, inequality, and social organization. The course will prepare students to conduct research on many educational topics at both K-12 and post-secondary levels. It will focus on trends that have shaped education in the modern era, particularly over the past 30 years. Most readings will be by North America-based empirical sociologists, though we will also look at many international trends.

**Method of Delivery:** Online

## LHA1040H - Introduction to Educational Leadership and Policy: Policy, Leadership, Change, and Diversity

**Credit Value:** 0.50

**Hours:** 36L

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.

**Prerequisite:** All ELP master's candidates are strongly recommended to take either [LHA1040H](#) as one of the first courses in their program.

**Method of Delivery:** In Class

## LHA1041H - Educational Administration II: Social and Policy Contexts of Schooling

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1042H - Educational Leadership and Diversity

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## LHA1047H - Managing Changes in Classroom Practice

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1048H - Educational Leadership and School Improvement

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1050H - Themes and Issues in Change, Leadership, Policy, and Social Diversity

**Credit Value:** 0.50  
**Hours:** TBA

This course has been designed to be the final course for students in the 10-course M.Ed. 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.

**Method of Delivery:** Online, In Class

## LHA1052H - Individual Reading and Research in Educational Leadership and Policy: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1060H - School Leadership Seminar 1

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1061H - School Leadership Seminar 2

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## LHA1065H - Educational Equity and Excellence in International Comparison

**Credit Value:** 0.50

Numbers and data have a growing influence in educational policy-making at the local, national and international levels. Large-scale assessments are increasingly used for monitoring and accountability; randomized controlled trials are considered the 'gold standard' in assessing the effects of educational policies, with important implications for resource allocation. This course is an introduction to the uses of quantitative research in comparative, international and development education. The goal is for students to be able to read, understand, critique and synthesize quantitative evidence, and to formulate policy recommendations on key educational debates. We will read empirical research on topics such as privatization of schooling, international large-scale assessments (PISA, PIRLS, TIMSS, etc.), school segregation, vocational education, decentralization, private tutoring and gender inequality. We will compare economic versus sociological approaches to quantitative comparative research in terms of major underlying theories and assumptions and how these guide methods and analyses. Students will learn how to evaluate which evidence is credible, including what to look for in high-quality sampling, measurement, assessment, analysis and interpretation. No background in statistics or quantitative research methods is required.

**Method of Delivery:** In Class

## LHA1066H - Comparative and International Perspectives on Gender and Education Policy and Practice

**Credit Value:** 0.50  
**Hours:** TBA

Gender issues and gendered practices in education have global relevance and have received sustained scholarly and policy interest in northern and southern societies, as well as in the work of major international organizations such as the World Bank, the OECD, and various United Nations' agencies, bilateral donors, and transnational civil society organizations. This course will provide students with an opportunity to critically and comparatively explore different theoretical (e.g., feminist, womanist, Women in Development, Women and Development, Gender and Development, social change, education etc.) and discursive frameworks (e.g., human capital, human rights, human capabilities), policies and practices (e.g., Education for All, United Nations Girls' Education Initiative, affirmative action, single-sex education initiatives, feminist pedagogy etc.) that have constituted and shaped the broad and interdisciplinary field of gender and education over the last century. Given that the emphasis in this course is on "gender" as a socially constructed, performed, and contested identity(s), we will critically and comparatively investigate the educational opportunities,

experiences and outcomes for girls, boys, women and men, as well as people identifying as non-binary, from early childhood to adulthood. Critical attention will also be given to the intersections of gender, race, class, age, and sexual orientation (among other categories of social difference) in relation to educational access, survival, output, and outcomes.

**Exclusion:** CIE6000 and CIE6001  
**Method of Delivery:** Online

## LHA1100H - Introduction to Adult Education

**Credit Value:** 0.50  
**Hours:** TBA

This course is 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 LHA1100H or LHA1102H in their program of study.

**Method of Delivery:** Online, In Class

## LHA1101H - Program Planning in Adult Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1102H - Community Development: Innovative Models

**Credit Value:** 0.50  
**Hours:** TBA

This course attempts to come to grips with the meaning of community development in a highly networked, increasingly information-dependent society. The course looks at such issues as the relationships between community organizing and community development and the role of social capital in community economic development. Models of community development that involve government programs such as social housing and community health centres are considered as are market-based approaches involving micro-lending, co-operatives and social enterprises. It is required that all Master's students include either [LHA1100H](#) or [LHA1102H](#) in their program of study.

**Method of Delivery:** Online, In Class

## LHA1103H - Introduction to Research Methods in Adult Education [RM]

**Credit Value:** 0.50  
**Hours:** TBA

This course introduces quantitative and qualitative research methods and theoretical perspectives. It is designed as an exploration into a range of research / inquiry methods appropriate for adult education and community development. The course examines the underlying philosophical assumptions of these methods, and the implications that these assumptions have for framing research questions, data collection, analysis, and dissemination strategies. It also provides opportunities to engage in practical, hands-on experience with developing research questions, data collection, and data analysis. The students are given an opportunity to reflect on the ethical, procedural, and political implications of research work and what it means to be "the researcher" and "the researched". The course is designed as a hybrid or blended course, which means that it is taught through face-to-face and online sessions and activities.

**Method of Delivery:** Online, In Class

## LHA1105H - Introduction to Qualitative Research (Part I) [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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, biographic analysis, arts-informed inquiry, aboriginal research methodologies 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.

**Method of Delivery:** In Class

## LHA1106H - Introduction to Qualitative Research (Part II) [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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. Additional methodologies explored in this course include: action research, critical discourse analysis, and Freirian-based research.

**Prerequisite:** LHA1105H  
**Method of Delivery:** In Class

## LHA1107H - Developing and Leading High Performing Teams: Theory and Practice

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1108H - Adult Learning

**Credit Value:** 0.50  
**Hours:** TBA

This course is focussed on theoretical research on the concept of adult learning. The course will operate on the basis of high student participation. Students are expected to incorporate aspects of their own experiences and/or research interests with course studies. From the vantage point of Adult Education, topic areas included in the course are as follows: the social importance of studying adult learning dynamics; history of conceptualizing adult learning; contemporary trends in studies of adult learning; agency, autonomy and the individual in adult learning research; socio-cultural theories of adult learning; the relationship of adult learning and social change; and, methods and methodologies in the study of adult learning.

**Method of Delivery:** In Class

## LHA1109H - Creative Empowerment Work with the Disenfranchised

**Credit Value:** 0.50  
**Hours:** TBA

This is a Social Movement course. 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. Activism within the larger community is an integral part of the course.

**Method of Delivery:** In Class



## LHA1110H - Approaches to Teaching Adults

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1111H - Working with Survivors of Trauma

**Credit Value:** 0.50

**Hours:** TBA

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 imprisonment, 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. Permission of Instructor is required to enrol. Failure to contact the instructor for a screening interview well in advance (at [bonnie.burstow@utoronto.ca](mailto:bonnie.burstow@utoronto.ca)) may result in not being able to take the course.

**Method of Delivery:** In Class

## LHA1113H - Gender and Race at Work

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1114H - Commons, Community and Social Justice

**Credit Value:** 0.50

**Hours:** 36L

While our economic GDP is growing today via enclosure and destruction of the Commons, our human wellbeing and sustainability increasingly depend not only upon protection of the Commons (economic, ecological, cultural and electronic) but their extension in most areas of human experience. With the participation of all faculty members of the AECD Program, the course will be based on introducing students to the following: i) a history of Commons in societies; ii) conceptualization of Commons; iii) relevance of Commons for understanding adult education in relation to a variety of learning contexts and social issues. In this context, the course will specifically seek to explore the following dynamics of change: a) the current impact of 'counter-commons' market measures of wealth, well-being and 'development'; b) current commons- related education, policy and activism in economic, social, cultural and spiritual realms at the local, national and global levels; and c) theoretical and strategic debates among commoners and between commoners and corporate 'sharing economy.'

**Method of Delivery:** In Class

## LHA1115H - Learning for the Global Economy

**Credit Value:** 0.50

**Hours:** TBA

This course focuses on learning for the global economy. We will explore workers' learning which occurs during migration and as a result of the movements of global capital. In order to support the growing interconnectedness between workplaces located in different countries, organizations and states have developed strategies and programs which serve to "train" workers to engage in transnational interactions. Workers engage in a wide range of language, communication, and vocational training as a result of migration as well as through their involvement in global economic processes. We will explore what and how workers learn to conceptualize the "world as a single social space" (Robertson 2002) and the impact of this learning on their lives and communities.

**Method of Delivery:** Online, In Class

## LHA1119H - Creating a Learning Organization

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1122H - Practicum in Adult Education and Community Development (Pass/Fail)

**Credit Value:** 0.50  
**Hours:** TBA

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 such settings as schools, private sector organizations, community groups, hospitals. Suitable projects may include (but are not limited to) the development of curriculum, programs or online resources, the organization and/or delivery of courses and workshops, and the evaluation of teaching materials and programs. Weekly discussions will provide for support, feedback and reflection.

**Method of Delivery:** In Class

## LHA1142H - Young Adulthood in Crisis: Learning, Transitions and Activism

**Credit Value:** 0.50  
**Hours:** TBA

This course focuses on the experiences of a generation of young adults who have come of age under the auspices of fiscal crisis, austerity and massive shifts in social policies landscapes, and recent upheavals and mobilizations against the state across North and South America, Europe, the Middle East, and Africa. Young adults today are uniquely positioned within the cultural, economic, and policy landscapes of growing conditions of social and material insecurity. Compared to adolescence, which is a much-researched area of educational scholarship, young people who are "emerging" or "young" adults are an under-researched population. Emerging adulthood includes the period between 18 and 30 years of age when young people become more independent and explore various life possibilities. It is a time of profound change, when young adults acquire the skills and education they need for jobs and careers, when they establish households and relationships, begin families, and begin to contribute to society in meaningful ways. It is also a time in which young people gain political status vis-a-vis the state and become subject to rules and regulations concerning criminal justice and financial institutions and can experience an attenuating loss of social supports. There is a growing body of research to suggest that the forms of 'crisis' experienced by young people today will have a profound effect on their transition to adulthood, their engagement in traditional social and political institutions, and their ability to participate meaningfully in the knowledge economy. For these reasons, emerging adulthood and youth studies are important areas of study in adult education.

**Method of Delivery:** In Class

## LHA1143H - Feminist Perspectives on Society and Education

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide students with little background in feminism and students wishing to renew and deepen their knowledge of feminism with an overview of: 1) the principles of feminist social analyses and social practice, and 2) feminist perspectives on current

issues. It will be 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.

**Method of Delivery:** In Class

## LHA1144H - Queer Interventions: Tools for Community Organizing

**Credit Value:** 0.50  
**Hours:** TBA

This course presents a hands-on approach to community organizing on lgbtq issues, and is meant to supplement the skill base of those currently working in communities as health and social services professionals, as well as those who are grass roots community organizers. The curriculum is designed to engage lgbtq history and contemporary issues, and to integrate this knowledge with a skill-building approach to community development through organizing and participatory action.

**Method of Delivery:** In Class

## LHA1145H - Participatory Research in the Community and the Workplace [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1146H - Women, War, and Learning

**Credit Value:** 0.50  
**Hours:** TBA

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, race and learning. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and learning. 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.

**Method of Delivery:** In Class

## LHA1147H - Women, Migration, and Work

**Credit Value:** 0.50  
**Hours:** TBA

This course will focus on the gender, race, and class dimensions of population movement and forced migration. The focal point of the course will be the understanding of work-related experiences of migrant and refugee women. Reading theories of migration in the context of circulation, distribution, and appropriation of capital, we

explore the flow of migration and labour market in Canada and globally. Two forms of movements will be explored: movements of people and movements of jobs. The adjustment and transformation of market economy in response to these movements will be studied. Emphasis will be on the challenges forced by women migrants and refugees as they navigate changing labour markets in search of waged work.

**Method of Delivery:** In Class

## **LHA1148H - An Introduction to Workplace, Organizational and Economic Democracy**

**Credit Value:** 0.50

**Hours:** TBA

This course explores theories and practices of democratizing work, organizations, and the economy. It looks at the ways workers and communities can take stewardship of working life, work organizations, and the economy and critically assesses management and workers' strategies of workplace and organizational participation. The course also homes in on how contemporary alternative economic arrangements (such as worker cooperatives and numerous forms of self-managed community initiatives), the social and solidarity economy, and environmental and social movements prefigure the expansion of economic democracy and social change while they, at the same time, directly contest the ongoing crisis spawned by neoliberal capitalism. The course applies theory to practice via multiple case studies from the global North and South and student' own experiences with work and participative organizations in the for-profit, not-for-profit, and public sectors. Throughout, the course interlaces explorations of workplace, organizational, and economic democracy with critical adult learning theory and practice.

**Method of Delivery:** In Class

## **LHA1149H - Precarity & Dispossession: Urban Poverty and Rebel Cities**

**Credit Value:** 0.50

**Hours:** TBA

Some of the most pressing problems affecting community wellness can be traced to how stable infrastructures are eroding, resulting in underemployment, insecure housing, expulsions from prime real estate, and criminalization of the racialized and indigenous poor. This course provides some important conceptual frameworks that help us understand how these themes are interconnected through militarized finance capitalism that is also alternatively referred to as 'the new economy', 'casino economics', and 'crisis economics'. As devastating as these trends are, never have possibilities for transformation been more accessible through a myriad of inspiring social movements and innovative community activism and development. This course provides some critical literacy for organizing, and some hands-on experience in transformative community development.

**Method of Delivery:** In Class

## **LHA1150H - Critical Perspectives on Organizational Change**

**Credit Value:** 0.50

**Hours:** TBA

Critical approaches to organizations focus on how organizational change and development is experienced by diverse groups of women and men who work within organizations, as well as how organizational change is influenced by broader historical, social, political, and economic forces. Through this course, students will have the opportunity to develop theoretical and analytical skills to critically assess organizational change, its socio-economic contexts, and its dimensions of sense making, language, power, inequality, and resistance in a variety of organizational settings (offices, factories, service sector firms, NGOs, non-profits, cooperatives, community groups, government units, schools, family businesses, etc.). We will explore the methods frequently used to "restructure" organizations (such as downsizing, outsourcing, contingent just-in-time policies); develop critiques of recent trends which emphasize "empowerment", "organizational learning", and "reengineering" and reflect on alternative organizational models with a vision of social change. Throughout the course, we will endeavour to situate the critical perspectives, theories, and methods of organizational change we will be studying to actual cases (including your own experience with organizations) via a variety of learning formats.

**Method of Delivery:** Online, In Class

## **LHA1152H - Individual Reading and Research in Adult Education: Master's Level**

**Credit Value:** 0.50

**Hours:** TBA

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\\_RegIndReadRsch.pdf](http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_RegIndReadRsch.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.

**Method of Delivery:** In Class

## **LHA1160H - Introduction to Transformative Learning Studies**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA1171H - Foundations of Indigenous Education in Canada**

**Credit Value:** 0.50

**Hours:** 36L

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.

**Method of Delivery:** In Class

## **LHA1180H - Indigenous Worldviews: Implications for Education**

**Credit Value:** 0.50  
**Hours:** 36L

This course will 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.

**Method of Delivery:** In Class

## **LHA1181H - Embodied Learning and Alternative Approaches to Community Wellness**

**Credit Value:** 0.50  
**Hours:** TBA

Some very innovative community activism takes place through creative forms of embodied learning, including theatre, dance, slam poetry, hip hop, and various other art forms. In addition, many of these art forms offer alternatives to western Eurocentric frameworks of objectification, subjugation and alienation, emphasizing, instead, relationality and connectedness. The two alternative embodied arts explored in this course include Qigong and Mindfulness Meditation, with a view to examining how these can augment Marxist Feminist dialectics, and inform social justice movements, through deep personal and social transformation. Students will develop a community development proposal involving embodied learning and social movement building, and will participate in a group-based art-as-public pedagogy project.

**Method of Delivery:** In Class

## **LHA1182H - Nonprofits, Co-operatives and the Social Economy: An Overview**

**Credit Value:** 0.50  
**Hours:** TBA

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: 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 with regular guest lectures from social economy practitioners.

**Method of Delivery:** In Class

## **LHA1183H - Master's Research Seminar**

**Credit Value:** 0.50  
**Hours:** TBA

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. If you have difficulty fitting this into your schedule, please contact the instructor.

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.

**Method of Delivery:** In Class

## **LHA1184H - Indigenous Knowledge: Implications for Education**

**Credit Value:** 0.50  
**Hours:** 36L

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 knowledges 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.

**Method of Delivery:** In Class

## LHA1185H - Leadership in Organizations: Changing Perspectives

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1186H - Organizational Change in the Nonprofit and Public Sectors

**Credit Value:** 0.50  
**Hours:** TBA

This course 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.

**Method of Delivery:** In Class

## LHA1190H - Community Healing and Peacebuilding

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1192H - Adult Literacies in Social Justice Perspective

**Credit Value:** 0.50  
**Hours:** TBA

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.

## LHA1193H - Adult Education for Sustainability

**Credit Value:** 0.50  
**Hours:** TBA

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 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.

**Method of Delivery:** In Class

## LHA1194H - Cyberliteracy, Workplace, and Adult Education

**Credit Value:** 0.50  
**Hours:** 36L

Drawing from several disciplinary perspectives, including education, sociology, social psychology and communication studies, this course provides an opportunity to interrogate the relationship of the Internet to adult education. The main objectives of this course are: to engage participants in an examination of the influence of information and communication technology, including social media, on key adult education praxis areas such as community development, literacy and nonprofit organizations. The course provides participants with a critical framework for analyzing Internet mediated environments; and encourages students 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.

**Method of Delivery:** In Class

## LHA1195H - Technology@Work: The Internet in Workplace Learning and Change

**Credit Value:** 0.50  
**Hours:** TBA

This course examines a moving target, the interface between emerging technologies, primarily information and communication technologies, and the workplace. Drawing from various disciplinary perspectives, including education, sociology, social psychology and communication studies; the course provides an opportunity for students to interrogate the ways in which technology is embedded in the work place. Some topics that will be covered include the knowledge economy, virtual teamwork, surveillance and the future of

authority. The course is designed as a hybrid or blended course, which means that it is taught through face-to-face and online sessions and activities. A mixed course format allows participants to experience diverse technology platforms and applications and illustrates course content.

**Method of Delivery:** Online, In Class

## LHA1196H - Walking Together, Talking Together: The Praxis of Reconciliation

**Credit Value:** 0.50  
**Hours:** TBA

Humans are fundamentally social creatures, depending on good relationships with those around us for optimal functioning. When harm is done in these relationships people suffer. If restoration does not occur and the underlying structural and cultural issues are not addressed, suffering and violence will likely continue, whether acted out inwardly within the individual or group, or outwardly, directed to others. Reconciliation, the complex, dynamic, long-term process of restoring relationships, structures and identities after violent conflict, is a concept that is becoming increasingly relevant. This course has been developed to study reconciliation in accordance with the following principles: reconciliation is necessary; reconciliation is complex; reconciliation is praxis; and reconciliation has implications for adult education and community development.

**Method of Delivery:** In Class

## LHA1197H - The Pedagogy of Food

**Credit Value:** 0.50  
**Hours:** TBA

Following the lead of American essayist Wendell Berry, who has argued that eating is an agricultural act, this course will focus on the idea that eating is also a pedagogical act. What do we learn, and unlearn, from the food we eat? How is the food on our plate connected to such issues as food systems, food politics, food justice, food security, food sovereignty and food movements? Can we consume our way into a more sustainable future, or does this simply reinforce our current unsustainable way of life? This course will explore these and other questions, keeping in mind that food can be a catalyst for learning, resistance and change.

**Method of Delivery:** In Class

## LHA1802Y - Theory in Higher Education

**Credit Value:** 1.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1803H - Recurring Issues in Postsecondary Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1804H - Issues in Medical/Health Professional Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1805H - The Community College

**Credit Value:** 0.50  
**Hours:** TBA

This course provides an overview of the history, philosophy and evolution of community colleges. While the focus will largely be on the Ontario college system, students will also engage in exploration of wider issues, controversies, challenges and opportunities that community colleges face more broadly in Canada, the United States and in other countries, particularly Anglophone countries with similar systems. The themes of social justice, access and equity run through all topics, as a key purpose of community colleges is to promote these objectives.

**Method of Delivery:** In Class

## LHA1806H - Systems of Higher Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1807H - System-wide planning and policy for higher education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1808H - Research in Health Professional Education [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1809H - Administration of Colleges and Universities

**Credit Value:** 0.50  
**Hours:** TBA

This course explores how administration, management, and leadership are conceptualized, studied, and practiced in higher education institutions. The course will contrast mainstream and critical perspectives on administration, management, and leadership and examine the specificity of academic settings in shaping both the practice and the investigation of administration in colleges and universities.

**Method of Delivery:** In Class

## LHA1810H - Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1811H - Organizational Change in Higher Education

**Credit Value:** 0.50  
**Hours:** 36L

This course examines multiple theories and concepts that will help learners better understand colleges and universities as complex organizations and how they change. The aim is to help learners acquire a strong conceptual foundation for their analysis of organizational issues faced by colleges and universities, and to familiarize themselves with useful theoretical tools for interpreting and explaining organizational change in higher education.

**Exclusion:** LHA5810H

**Method of Delivery:** In Class

## LHA1812H - Education and the Professions

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1813H - Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1814H - Lifelong Learning and Professional and Vocational Education

**Credit Value:** 0.50  
**Hours:** 36L

This course on lifelong learning and professional and vocational education has four broad aims: First, it explores debates about: the learning society and lifelong learning; globalisation, the 'risk' society and reflexive modernisation; and, the knowledge society and the knowledge economy. Second, it explores the nature of, and debates concerning, professional and vocational education. Third, it explores different ways in which post-secondary education systems can be structured and organised, the relationships between universities and colleges and how this helps to structure relationships between professional and vocational education. Fourth, it explores regulation of post-secondary education through qualifications frameworks, and considers debates about the Ontario Qualifications Framework. It explores debates about skills, employability skills, generic skills, learning outcomes and competency-based education/training. It

considers the contrasting theoretical frameworks that underpin various positions in these debates.

**Exclusion:** LHA5807H

**Method of Delivery:** In Class

## LHA1816H - Sociology of Higher Education

**Credit Value:** 0.50

**Hours:** 36L

This course applies key sociological theories and concepts to issues in higher education. The course examines both how society affects access to and outcomes of higher education, and conversely, how higher education has played a role in forming modern societies. Topics include: the role that higher education plays in social mobility, social reproduction, and the production of elites; faculty labor, knowledge production and dissemination; and, student campus life and identity formation. The course draws on various sub-fields in Sociology, including Social Stratification, the Sociology of Education, Sociology of Organizations and the Sociology of Knowledge.

**Exclusion:** LHA5807 – Special Topics code, previously used for this course

**Method of Delivery:** In Class

## LHA1818H - Politics of Higher Education

**Credit Value:** 0.50

**Hours:** 36L

This course examines the field of higher education through a political lens and covers relations between higher education institutions and states, between institutions, and within institutions. The aim is to introduce students to the fundamental assumptions and applications of political theories as they relate to international, national, organizational, and individual levels of analysis. Topics covered during this course include political theory, political dynamics, sources of power, and political behaviour. These are in turn used to analyze current debates and events in higher education such as higher education as a public or a private good, academic freedom, accountability, internal governance, leadership and administration, and labour relations.

**Exclusion:** LHA5806H

**Method of Delivery:** In Class

## LHA1819H - Governance in Higher Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1820H - Special Topics in Higher Education: Master's Level

**Credit Value:** 0.50

**Hours:** TBA

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 course schedules.

**Method of Delivery:** In Class

## LHA1825H - Comparative Education Theory and Methodology [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1826H - Comparative Higher Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1828H - Evaluation in Higher Education [RM]

**Credit Value:** 0.50

**Hours:** TBA

This course investigates the theory and practice of evaluation in higher education, including admissions processes, assessment of student learning, student evaluation of teaching, and program and institutional evaluation. By the end of the course, students should be able to explain purposes and principles of evaluation; critique uses of evaluation in higher education; apply evaluation principles in higher education; create and critique logic models, change models, and action models for higher education programs; plan evaluations



of higher education programs; and discuss ethical issues in evaluation.

**Method of Delivery:** Online, In Class

## LHA1834H - Qualitative Research in Higher Education [RM]

**Credit Value:** 0.50

**Hours:** TBA

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 for feedback and referral to relevant literature.

**Method of Delivery:** In Class

## LHA1835H - Logics and Strategies of Case Study Research (RM)

**Credit Value:** 0.50

**Hours:** 36L

This course examines the logics and strategies of case study research used in the social sciences, as well as their applications to higher education and related fields. The main goal of the course is to help students develop skills for designing, conducting, evaluating, and critiquing case studies. Hand-on activities and intensive reading and discussion are employed towards helping students achieve this goal. This course is designed for graduate students who are interested in conducting case study research as part of their thesis projects and/or future academic and professional work. While the course uses themes related to higher education, this course is appropriate to graduate students from other fields who have had an introduction to qualitative research.

**Method of Delivery:** In Class

## LHA1836H - Critical Analysis of Research in Higher Education [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1837H - Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1843H - Higher Education and the Law

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1844H - The Student Experience in Postsecondary Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1845H - Applications in the Student Experience [RM]

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1846H - Internationalization of Higher Education in a Comparative Perspective

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1847H - Human Resource and Diversity Issues in Higher Education

**Credit Value:** 0.50

**Hours:** TBA

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 literature.

**Method of Delivery:** In Class

## LHA1848H - Innovative Curricula in Higher Education and Professional Programs

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1849H - Faculty in Colleges and Universities

**Credit Value:** 0.50

**Hours:** TBA

It has been argued that while much is known about research, teaching and governance in post-secondary education, little is known about the faculty who people these institutions. This course begins by examining issues of power visible in faculty careers with a particular focus on equity. Some of the topics that will be examined are labour relations, faculty-student relations, collegial arrangements, academic freedom, involvement in governance, knowledge production (research, publication, curriculum) and teaching and workload. The role of the intellectual from various theoretical perspectives will also be considered.

**Method of Delivery:** In Class

## LHA1850H - Quantitative Research Process and Design [RM]

**Credit Value:** 0.50

**Hours:** TBA

This course is designed to help graduate students learn the fundamental concepts of quantitative research design. Students will evaluate research presented in the popular press and in scholarly journals. In addition to becoming a savvy consumer of research, students will learn the elements of a quantitative research study including: framing a research question, reviewing relevant literature, insuring internal and external validity, data analysis, presentation of results, and the ethical standards of conducting research.

**Method of Delivery:** In Class

## LHA1851H - Survey Methodology [RM]

**Credit Value:** 0.50

**Hours:** TBA

This course uses the concept of total survey error and total survey quality as frameworks to discuss the survey elements relative to representation, measurement and usefulness. These include appropriate sampling frames, various sample design strategies, data collection, the role of the interviewer, non-response and bias, the effect of question structure, wording and context, respondent behavior, post-survey processing, estimation in surveys, and stakeholder use. This course requires students to have completed a quantitative research or a statistics course prior to enrolling.

**Method of Delivery:** In Class

## LHA1852H - Individual Reading and Research in Higher Education: Master's Level

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA1853H - Introduction to Student Services

**Credit Value:** 0.50

**Hours:** TBA

This course is designed to introduce students to the field of student affairs and services within the context of Canadian postsecondary education institutions. We will use a multidisciplinary approach to examine the historical, philosophical, legal, and cultural foundations of student affairs and services work. From these multiple perspectives, we will discuss the guiding principles from which student affairs and services practitioners educate and deliver services and programs to students.

**Method of Delivery:** In Class

## LHA1854H - Student Development Theory

**Credit Value:** 0.50

**Hours:** TBA

This course examines the origins, present status, challenges and future directions of student development within the context of higher education in western society. Sessions will review the evidence from research and practice that identify key factors influencing student development in postsecondary education. Discussions will focus on the changing nature of students in higher education, the role of institutional policy, structure and function in facilitating student development and pathways to student success and retention. In addition, the social, psychological and cultural foundations of the student personnel movement as well as the role and functions of student services staff in colleges and universities will be examined.

**Method of Delivery:** In Class

## LHA1855H - Capstone in Student Development and Student Services

**Credit Value:** 0.50

**Hours:** TBA

This course will provide students in the Student Development and Student Services in Postsecondary Education field in the Higher Education M.Ed. to review and apply the lessons from courses taken in their Master's degree program and in their required core courses in their designated field. The course will be presented as a seminar with extensive readings and discussions, faculty and guest presentations, student projects and a culminating project that demonstrates student ability to apply their cumulated knowledge of the field to an existing organizational challenge.

**Method of Delivery:** In Class

## LHA1856H - Advanced Student Development Theories in Higher Education

**Credit Value:** 0.50

**Hours:** TBA

This course builds upon the knowledge gained in LHA1854, Student Development Theories in Higher Education. The course will more deeply examine psychosocial, cognitive structural, and typological theories. With a focus on intersectionality we will examine how race, culture, ethnicity, gender, sexual orientation, disability, and spirituality can influence development. Students will learn to use theories to improve our work with students. We will not do so without a critical examination of the theories.

**Prerequisite:** LHA 1854

**Method of Delivery:** In Class

## LHA1857H - Leadership in Student Affairs and Services

**Credit Value:** 0.50

**Hours:** TBA

Student affairs and services professionals engage in their work as educators within diverse and unique postsecondary institutions. Students will examine concepts and theories within the organizational behaviour literature and assess case studies in order to develop important competencies to create educational experiences and services for students within complex organizational functions. The course focuses on creating conditions to facilitate student success through topics that include supervision and coaching within a unionized environment, budget management, proposal and report writing, organizational learning and change, leadership principles, standards and ethics, equity and inclusion, developing and assessing learning outcomes, and micropolitics.

**Method of Delivery:** In Class

## LHA1860H - Capstone Project for Higher Education Leadership Cohort Option

**Credit Value:** 0.50

**Hours:** 36L

This course will provide students the opportunity to review, integrate and synthesize what they have learned in their learning experience, and apply these in a Capstone project. The Capstone Project that is the goal of this course will be a culminating, comprehensive and scholarly project completed near or at the end of the M.Ed. in Higher Education Leadership option.

The Capstone project will address one or more complex empirical issue(s) relevant to the leadership challenges in the students' professional work context. The project will ask the students to demonstrate their ability to identify and define the issue/problem, conduct an insightful analysis and critique of the scholarly literature that informs the issue. This includes philosophical foundations, theoretical frameworks, conceptual models and the research methodologies employed (consistent with the COU, Quality Assurance Framework, Updated 2019, GDLEs, pp.34-35). They are expected to gather relevant secondary or primary data and propose feasible strategies/approaches to resolve the issue(s). Implications for implementation of the proposed resolution will be clearly identified and supported. Students may have an opportunity to participate in the organization and delivery of a Leadership Forum for the dissemination of knowledge gained.

**Exclusion:** [LHA5805H](#)

**Method of Delivery:** In Class

## LHA2006H - Educational Finance and Economics

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3003H - Designing Research Proposals in Educational Leadership and Policy

**Credit Value:** 0.50

**Hours:** TBA

This course is designed to assist doctoral students in the development of effective research proposals. Course readings, assignments, and activities will provide students with a structured approach to problem definition, succinctly reviewing the relevant literature, articulating conceptual frameworks, identifying suitable methodological approaches for the questions to be examined, understanding the purposes of informed consent in research design, and anticipating the timelines associated with data collection, data analysis, and writing up final reports. Students will practice writing both short proposals for graduate research funding as well as longer dissertation proposals.

**Exclusion:** The course is open to advanced doctoral students in ELP (all others with permission of instructor). Students who have previously taken the special topics version of this course are prohibited from taking [LHA3003H](#).

**Method of Delivery:** In Class

## LHA3004H - Research Literacy for the EdD Program

**Credit Value:** 0.50

**Hours:** TBA

This course will assist students in learning how to find, understand, share and act on research in their doctoral studies and their professional work. The course will include consideration of the nature of research literacy; the concepts and practices of finding, understanding, sharing and acting on research; developments in education research philosophies, paradigms, stances and methods; strategies for critiquing and citing research; design and use of literature reviews, syntheses and meta-analyses; and communicating and presenting research reviews.

**Method of Delivery:** In Class

## LHA3005H - Introduction to Research Methods for the EdD [RM]

**Credit Value:** 0.50

**Hours:** 36L

The purpose of this course is to provide students in the Educational Leadership and Policy Program's EdD cohort with exposure to and practice in a range of research design and data collection methods for applied research: educational change case studies and comparative case studies; qualitative, ethnographic tools for educational inquiry; systematic analysis of policy documents; survey research; quantitative analysis of school, system, or other organization administrative data.

**Prerequisite:** [LHA3004H](#) Research Literacy for the EdD Program

**Method of Delivery:** In Class

## LHA3006H - Data Analysis for the Education Doctorate [RM]

**Credit Value:** 0.50

**Hours:** 36L

This course is one of the core courses in the Educational Leadership and Policy Program EdD program and provides students with the opportunity to learn and practice the data analysis approaches most appropriate for studying problems of practice. In this course students will work on coding and organization of qualitative and case study data and policy documents; presentation of findings from survey research and quantitative examination of administrative data. This course also requires students to examine a wide range of knowledge mobilization strategies and to link those strategies to their projects.

**Prerequisite:** [LHA3005H](#) Introduction to Research Methods for the EdD

**Method of Delivery:** In Class

## LHA3007H - Literature Reviews for EdD Program

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide students with the skills and knowledge needed to synthesize academic literature. In particular, it will provide students with the opportunity to become familiar with the philosophy, assumptions, characteristics and methods of reviewing literature in education and the social sciences. It will expose students to theories about how literature should be reviewed and provide them with the opportunity to develop their own reviewing skills.

**Prerequisite:** [LHA3004H](#) Research Literacy for the EdD Program  
**Method of Delivery:** In Class

## LHA3022H - The Investigation of School Culture: An Examination of the Daily Life of Schools

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3029H - Special Topics in Educational Leadership and Policy [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3030H - Advanced Legal Issues in Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3040H - Administrative Theory and Educational Problems I: People and Power in Organizations

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3041H - Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

**Credit Value:** 0.50  
**Hours:** TBA

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 Educational Leadership and Policy Program will be responsible for particular sessions.

**Method of Delivery:** Online, In Class

## LHA3042H - Field Research in Educational Leadership and Policy [RM]

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3044H - Internship/Practicum in Educational Leadership and Policy

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## **LHA3047H - Research Seminar on Leadership and Educational Change**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA3052H - Individual Reading and Research in Educational Leadership and Policy: Doctoral Level**

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as 1052H.

**Method of Delivery:** In Class

## **LHA3055H - Democratic Values, Student Engagement, and Democratic Leadership**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA3102H - Doctoral Thesis Seminar (Pass/Fail)**

**Credit Value:** 0.50  
**Hours:** TBA

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. This is a

required course and if you cannot fit it into your schedule, please contact the instructor.

**Method of Delivery:** In Class

## **LHA3103H - Teaching about Global and Social Issues**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA3104H - Adult Education, Marxism and Feminism**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA3131H - Special Topics in Adult Education (Doctoral)**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **LHA3133H - Special Topics in Indigenous Community Learning**

**Credit Value:** 0.50  
**Hours:** TBA

What is hidden under and by misrepresentation, manipulation of media and outright lies, will be uncovered in a humorous, non-

threatening approach in this course. Topics of the course will be led by the topics of The Inconvenient Indian as Thomas King has presented an insight into the Lived experience of most First Nations (Aboriginal, Indians) Inuit, and Metis people of the Americas. We will be guided by King's "fascinating, often hilarious, always devastatingly truthful, historical narrative" (Joseph Boyden) to better understand why the global Idle No More movement came to be. In addition, students will hear speakers, intensely related to the idleNoMore movement and some of the issues raised. Students will participate in sharing circles, discussions and speakers.

**Method of Delivery:** In Class

## LHA3152H - Individual Reading and Research in Adult Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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: [http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/Individual\\_ReadingResearchCourse\\_-\\_OISE\\_2014.pdf](http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/Individual_ReadingResearchCourse_-_OISE_2014.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.

**Method of Delivery:** In Class

## LHA3180H - Global Governance and Educational Change: the Politics of International Cooperation in Education

**Credit Value:** 0.50  
**Hours:** TBA

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  
**Method of Delivery:** In Class

## LHA3181H - Feminist Standpoints

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide a supportive environment for the systematic study of feminist standpoint theory; the differences between standpoint and post-structural theory; the differing implications of these approaches for addressing race, class and gender in practice

and theory. Course topics will be chosen in consultation with students to incorporate students' particular research interests. Students who wish to consider standpoint and post-structural theory in relation to other social groups and social movements are welcome to do so in their course work including their course papers.

**Method of Delivery:** In Class

## LHA3182H - Citizenship Learning and Participatory Democracy

**Credit Value:** 0.50  
**Hours:** TBA

This seminar focuses on the connections between lifelong citizenship learning and participatory democracy. Part 1 of the course introduces theoretical debates on citizenship, democracy, governance, and political and social movement participation, while assessing 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. Part 2 reviews the research literature on citizenship and social movement learning (in formal, nonformal and informal settings), and examines different models of citizenship education, looking at their purposes, methods, contents and impact for social change. With this background, we identify and interpret our own experiences of lifelong and life wide civic, political, and social movement learning. Part 3 concentrates on the pedagogical, organizational, and experiential dimensions of participatory democracy, with a focus on social movements and alternative workplaces and organizations. We analyze select Canadian and international case studies of participatory democracy, including social movement organizations, the social and solidarity economy, unions, worker-managed firms, Indigenous socio-economic practices, alternative energy initiatives, and other citizen- and community-led projects and experiments. Throughout the course, the study of lifelong learning and democratic citizenship is related to critical reflections on the state, the market, civil society, global-local dynamics, inequalities, power, social reproduction, and social change. The course includes a variety of learning formats, such as class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings.

**Method of Delivery:** In Class

## LHA3183H - Introduction to Institutional Ethnography [RM]

**Credit Value:** 0.50  
**Hours:** TBA

This course is a comprehensive introduction to institutional ethnography (IE), a powerful method of social analysis developed by feminist sociologist, Dorothy E. Smith, Professor Emerita at OISE/UT. IE starts with people's everyday experiences, and provides a way of exploring how the ruling of institutions shape their experiences and practices and lead to the disjunctures that people experience in their everyday lives. 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 combining of institutional ethnography with other critical forms of inquiry such as critical discourse analysis and participatory research. Both Dorothy Smith and George Smith style institutional ethnography are explored, that is, both institutional ethnography for understanding and institutional ethnography for

social change (now commonly known as political activist ethnography).

**Method of Delivery:** In Class

## LHA3184H - Indigenous Research Methodologies

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide an overview of indigenous research methodologies and an introduction to planning research projects that are relevant, respectful, responsible and reciprocal in relation to indigenous communities. Students will engage in a dialogue on research ethics and protocols as they relate to working with indigenous peoples and communities.

**Method of Delivery:** In Class

## LHA3803H - Doctoral Seminar: Recurring Issues in Postsecondary Education

**Credit Value:** 0.50  
**Hours:** TBA

Recurring Issues in Postsecondary Education is an examination of some of the issues that have characterized postsecondary education in the past and are likely to continue to be faced in the future. The objectives of the course are to: (1) provide a broad, introductory overview of postsecondary education as a field of scholarly inquiry and research; (2) examine the major issues of a recurring nature which have confronted postsecondary education, albeit in different forms and contexts, over time and in different jurisdictions; and (3) introduce students to some of the most important writings in the field.

**Method of Delivery:** In Class

## LHA3804H - Doctoral Research Seminar in Higher Education

**Credit Value:** 0.50  
**Hours:** TBA

This course is designed to prepare doctoral students to develop strong dissertation proposals. It will orient doctoral students to conducting and disseminating different types of research and publishing for different audiences. The course will orient doctoral students to the nature of research as an iterative process of integrating theory, data, analysis, and writing, and give them opportunities to practice a variety of research-related skills. Through its pedagogical techniques, the course will orient students' thinking about research as knowledge construction through ongoing conversation (i.e., debate or dialogue) among scholars. Key topics include: research paradigms, conducting literature reviews, developing research questions, conceptual and theoretical frameworks, various methodological approaches, and the ethics of conducting research. Each student will be expected to conduct independent work, share their ideas with peers, engage in discussion and constructive feedback, and practice translating research ideas to various audiences. The primary outcomes of the course will be a polished research proposal and a presentation to the class of their research proposal.

**Prerequisite:** LHA3803H  
**Method of Delivery:** In Class

## LHA3810H - International Academic Relations

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA3820H - Special Topics in Higher Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as LHA1820H.

**Method of Delivery:** In Class

## LHA3852H - Individual Reading and Research in Higher Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as LHA1852H.

**Method of Delivery:** In Class

## LHA5000H - Special Topics in Educational Leadership and Policy: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class



## LHA5100H - Special Topics in Adult Education and Community Development: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA5800H - Special Topics in Higher Education: Master's Level

**Credit Value:** 0.50  
**Hours:** TBA

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 course schedules.

**Method of Delivery:** In Class

## LHA6000H - Special Topics in Educational Leadership and Policy: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## LHA6100H - Special Topics in Adult Education and Community Development: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

A course that will examine in depth a topic of 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.

**Method of Delivery:** In Class

## LHA6800H - Special Topics in Higher Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as LHA5800H.

**Method of Delivery:** In Class

## WPL1131H - Introduction to Workplace Learning and Social Change

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## WPL2944H - Sociology of Learning and Social Movements

**Credit Value:** 0.50  
**Hours:** TBA

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. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, 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 to 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 are required.

**Method of Delivery:** In Class

## **WPL3931H - Advanced Studies in Workplace Learning and Social Change**

**Credit Value:** 0.50

**Hours:** TBA

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. The focus is on building capacity in students to carry out research on various aspects of work, learning and social change. In doing so, 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.

**Method of Delivery:** In Class

# Social Justice Education

The Department of Social Justice Education offers a multi and interdisciplinary graduate program developed from the past programs of History and Philosophy of Education as well as Sociology in Education. The Department provides students with critical understandings of the social, historical, colonial, cultural, philosophical, political, economic, and ethical contexts of education, broadly conceived. Based on the diverse intellectual and activist traditions of the humanities and social sciences, the department is committed to multi and interdisciplinary studies in education, with a focus on equity and social justice from a variety of perspectives, including philosophy, sociology, history, anthropology and political science. Students may pursue studies including anti-racism, critical race theory, and Indigenous and decolonizing studies; aesthetics, media, and communication; feminist and gender studies; class and poverty studies; francophone studies; post-colonial, diaspora, and transnational studies; queer studies; disability studies; cultural and philosophical contexts in education; and studies of democracy, ethics, and social class.

## Overview of Program

Code: • =Collaborative Specialization

### Social Justice Education Program - MA, MEd, EdD, PhD

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

NOTE: Please see Bulletin sections below for more information on SJE programs.

- See the School of Graduate Studies Calendar for details on [Collaborative Specializations](#).
- See the School of Graduate Studies Calendar for [Graduate Faculty Members](#).

# Social Justice Education

## Overview

Featuring world-class scholars, the new department offers MEd, MA, EdD and PhD degrees. The department's approach is to engage students to explore such questions as: what was, what is, and what should be the relationship between education and society? What kinds of knowledge do educators need to answer those questions? The department aims to provide graduate students, community educators, and initial teacher education students with the

interdisciplinary background, substantive knowledge, and theoretical language necessary to raise questions of critical importance to educational theory, practices, and society. Areas of focus include, but are not limited to: anti-racism, critical race theory, Indigenous studies; decolonization and anti-colonial studies; media studies and communication; feminist, gender and queer studies; francophone studies; disability studies; Black studies; postcolonial, diaspora and transnational studies; class and poverty studies; cultural, sociological, political and philosophical contexts in education; ethics, democratic theory, citizenship, and critiques of neoliberalism; social change and resistance; nationalism, language, spirituality, development, and social theories in education; youth, migration, land, law, environment, intersectionality and place in research.

## Master of Arts

### Program Description

The Social Justice Education (SJE) program welcomes applicants with diverse but relevant backgrounds. The MA program is a research-based degree program which can be taken on a full-time or part-time basis.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the MA program requires an appropriate bachelor's degree in a humanities, social science, or cognate discipline from a recognized university, with standing equivalent to a University of Toronto mid-B or better in the final year.
- Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities, or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked.
  - At least one sample of written work that demonstrates engagement with the humanities, or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

### Program Requirements

- **Coursework.** Students must complete **3.0 full-course equivalents (FCEs)** as follows:
  - Subject to consultation with a faculty advisor, [SJE1903H Major Concepts and Issues in Social Justice Education](#) (0.5 FCE) is recommended.
  - 2.5 other FCEs, of which at least 1.5 FCEs must be SJE courses.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
  - Additional courses may be required of some students, and some students may be required to take specified courses in research methods and/or theory.

- Students complete a **thesis** which may lay the groundwork for doctoral research.

## Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

# Master of Education

## Program Description

The Department of Social Justice Education (SJE) welcomes applicants with diverse but relevant backgrounds. The Master of Education (MEd) program can be taken on a full-time or part-time basis.

Students may complete the MEd program by one of three options:

- Coursework Only Option
- Coursework Plus Major Research Paper (MRP) Option
- Coursework Plus Thesis Option (admissions have been administratively suspended)

Students who are accepted into the MEd program are automatically assigned to the Coursework Only Option. They can transfer to the Coursework Plus Major Research Paper Option after they begin their program and have secured an SJE faculty supervisor for the MRP or thesis.

## MEd Program (Coursework Only Option)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the MEd program requires an appropriate bachelor's degree from a recognized university, with a standing equivalent to a University of Toronto mid-B or better in the final year.
- Applicants must have the equivalent of 12 months of professional experience.
- Applicants must submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities, or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked; the second letter of reference may be written by a work or community-based supervisor.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.

- Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

## Program Requirements

- **Coursework.** Students must complete **5.0 full-course equivalents (FCES)** including:
  - Subject to consultation with a faculty advisor, *SJE1903H Major Concepts and Issues in Social Justice Education* (0.5 FCE) is recommended.
  - At least half of the FCEs in an MEd program must be SJE courses.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

## Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## MEd Program (Coursework Plus Major Research Paper Option)

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the MEd program requires an appropriate bachelor's degree from a recognized university, with a standing equivalent to a University of Toronto mid-B or better in the final year.
- Applicants must have the equivalent of 12 months of professional experience.
- Applicants must submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked; the second letter of reference may be written by a work or community-based supervisor.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

## Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCES)** including:
  - Subject to consultation with a faculty advisor, [SJE1903H Major Concepts and Issues in Social Justice Education](#) (0.5 FCE) is recommended.
  - At least half of the FCEs in an MEd program must be SJE courses.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
- **Major Research Paper (MRP):** [SJE2001Y<sup>0</sup> Major Research Paper](#).

## Program Length

5 sessions full-time (typical registration sequence: F/W/S/F/W);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## MEd Program (Coursework Plus Thesis Option)

Admissions have been administratively suspended.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the MEd program requires an appropriate bachelor's degree from a recognized university, with a standing equivalent to a University of Toronto mid-B or better in the final year.
- Applicants must have the equivalent of 12 months of professional experience.
- Applicants must submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked; the second letter of reference may be written by a work or community-based supervisor.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resum that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

## Program Requirements

- **Coursework.** Students must complete **3.0 full-course equivalents (FCES)** including:
  - Subject to consultation with a faculty advisor, [SJE1903H Major Concepts and Issues in Social Justice Education](#) (0.5 FCE) is recommended.
  - At least half of the FCEs in an MEd program must be SJE courses.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
- **Thesis**

## Program Length

6 sessions (typical registration sequence: F/W/S/F/W/S);  
10 sessions part-time

## Time Limit

3 years full-time;  
6 years part-time

## Doctor of Education

### Program Description

The Doctor of Education (EdD) degree program is distinct from the PhD in that students are encouraged to orient towards applied and theoretical dimensions of professional educational practice understood as knowledge, teaching, and learning which takes place within or beyond schooling.

The EdD in Social Justice Education (SJE) is ideal for those with an interest in professional and/or voluntary practice in relevant field domains, where there is an interface between theory and practice and where the vision, skills, and commitment of dedicated and research-informed practitioners are pivotal to outcomes. Those interested in the degree program will be working professionals including teachers, school and community leaders, health and legal professionals, and those working, volunteering, or seeking employment in related fields in social justice education.

The Department of Social Justice Education welcomes applicants with diverse but relevant backgrounds. The EdD program can be taken on a full-time or part-time basis.

Students cannot transfer between the EdD and PhD programs.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- Admission to the EdD program requires a University of Toronto MEd or MA in education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with a standing equivalent to a University of Toronto B+ or better in master's courses.

- Applicants must have the equivalent of 12 months of professional experience.
- Applicants must submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked; the second letter of reference may be written by a work-based supervisor.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

## Program Requirements

- **Coursework.** Students must complete **4.0 full-course equivalents (FCEs)** as follows:
  - Required half course (0.5 FCE): [SJE3997H Practicum in Social Justice Education](#) (72 hours).
  - Subject to consultation with a faculty advisor, [SJE3905H Interdisciplinary Approaches to Humanities and Social Sciences: Theory and Praxis](#) (0.5 FCE) is recommended.
  - Students who have completed the recommended course [SJE3905H](#) must take 3.0 other FCEs, of which at least 1.5 FCEs must be SJE courses.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
- **Thesis (dissertation in practice).** Students submit a thesis and defend it at a **Doctoral Final Oral Examination**. The thesis (dissertation in practice) is the culminating component of the EdD degree in Social Justice Education that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) is expected to be the product of original research, designed and implemented in the form of an innovative, impactful, and potentially sustainable plan, policy, guideline, advocacy or activism model, relevant to an educational setting, broadly defined, and aimed at improving practice on a local, regional, national or international scale.
- Students may begin their studies on a part-time basis. However, they must register full-time for a minimum of two consecutive sessions, not including Summer, of on-campus study. Once enrolled full-time, students must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis, are completed.

## Program Length

4 years full-time; 6 years part-time

## Time Limit

6 years full-time; 6 years part-time

# Doctor of Philosophy

## Program Description

The PhD degree program is designed to provide opportunities for advanced study, original research, and theoretical analysis. The PhD program can be taken on a full-time or flexible-time basis. The Department of Social Justice Education (SJE) welcomes applicants with diverse but relevant backgrounds.

The flexible-time PhD degree is designed to accommodate demand by practising professionals for a PhD degree that permits continued employment in areas related to their areas of research. Degree requirements for the flexible-time and full-time PhD programs are the same. Flexible-time PhD students register full-time during the first four years and part-time during subsequent years of the program.

## PhD Program

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- PhD students who are admitted without sufficient previous study in a humanities, social science, or a cognate discipline may be required to take additional courses.
- Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

### Program Requirements

- **Coursework.** Students must complete **3.0 full-course equivalents (FCEs)** including:
  - Subject to consultation with a faculty advisor, [SJE3905H Interdisciplinary Approaches to Humanities and Social Sciences: Theory and Praxis](#) (0.5 FCE) is recommended. Additional courses may be required, and some students may be required to take other specified courses in research methods and/or theory.
  - At least 2.0 FCEs must be taken within SJE.
  - Students who are registered in a collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
- **Comprehensive examination:**
  - Students are encouraged to take, as part of their program requirements, one half course (0.5 FCE) focused on the substantive area on which they will be examined.
  - Students choose one of the following:

- a major paper (30 to 40 pages); or
- a substantive course outline (30 to 40 pages) for a topic of interest to the student within the area of social justice education; or
- a solid draft of a scholarly article.
- The option selected and the date for the comprehensive exam will be decided by the student and the supervisor. The comprehensive exam should be taken no later than the end of Year 3.
- A student who fails the comprehensive exam will be permitted one additional attempt to pass. A second failure will result in the recommendation for termination of the student's registration.
- Comprehensive exams will be graded on a pass or fail basis.
- Students must submit a **thesis** and defend it at a **Doctoral Final Oral Examination**. The thesis must embody 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 of Year 3, and must have completed all other program requirements.
- PhD students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD program and PhD programs.

## Program Length

4 years

## Time Limit

6 years

## PhD Program (Flexible-Time)

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.
- PhD students who are admitted without sufficient previous study in a humanities, social science, or a cognate discipline may be required to take additional courses.
- Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:
  - A careful statement of intellectual interests and concerns relevant to the humanities or social sciences, and social justice in education as well as reasons for undertaking a program in the department, including a statement of preference for one or more faculty members whose research is best matched to the student's research interests
  - Two letters of reference, preferably from university instructors with whom the applicant has studied or worked
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resum that provides clear and complete information about the applicant's work or field experience related to their proposed studies.
- Applicants should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements

- **Coursework.** Students must complete at least **3.0 full-course equivalents (FCEs)** including:
  - At least 2.0 FCEs taken in SJE, with the possibility to apply for a reduction of 0.5 FCE in the SJE course requirement if the student is also registered in a collaborative specialization.
  - Subject to consultation with a faculty advisor, [SJE3905H Interdisciplinary Approaches to Humanities and Social Sciences: Theory and Praxis](#) (0.5 FCE) is recommended.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
- **Comprehensive examination:**
  - Students are encouraged to take, as part of their program requirements, one half course (0.5 FCE) focused on the substantive area on which they will be examined.
  - Students choose one of the following:
    - a major paper (30 to 40 pages); or
    - a substantive course outline (30 to 40 pages) for a topic of interest to the student within the area of social justice education; or
    - a solid draft of a scholarly article.
  - The option selected and the date for the comprehensive exam will be decided by the student and the supervisor. The comprehensive exam should be taken no later than the end of Year 4.
  - A student who fails the comprehensive exam will be permitted one additional attempt to pass. A second failure will result in the recommendation for termination of the student's registration.
  - Comprehensive exams will be graded on a pass or fail basis.
- Students must submit a **thesis** and defend it at a **Doctoral Final Oral Examination**. The thesis must embody 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 of Year 3, and must have completed all other program requirements.
- Students must register continuously until all degree requirements have been fulfilled. Students register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.
- Students cannot transfer between the EdD and PhD programs.

## Program Length

6 years

## Time Limit

8 years

## MA, MEd Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

## Master's Level

SJE1900H Introduction la sociologie de l'ducation
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<a href="#">SJE1900H</a>	Introduction to Sociology in Education
<a href="#">SJE1902H</a>	Introductory Sociological Research Methods in Education
<a href="#">SJE1903H</a>	Major Concepts and Issues in Social Justice Education
<a href="#">SJE1905H</a>	Qualitative Approaches to Sociological Research in Education
<a href="#">SJE1906H</a>	Integrating Research and Practice in Social Justice Education
<a href="#">SJE1909H</a>	Environmental Sustainability and Social Justice 1
<a href="#">SJE1911H</a>	Sociologie de l'éducation inclusive
<a href="#">SJE1912H</a>	Foucault and Research in Education and Culture: Discourse, Power, and the Subject
<a href="#">SJE1915H</a>	Education and Popular Culture
<a href="#">SJE1919H</a>	Advanced Topics in Environmental Justice Education
<a href="#">SJE1921Y</a>	The Principles of Anti-Racism Education
<a href="#">SJE1922H</a>	Sociology of Race and Ethnicity
<a href="#">SJE1923H</a>	Racism, Violence, and the Law: Issues for Researchers and Educators
<a href="#">SJE1924H</a>	Modernization, Development, and Education in African Contexts
<a href="#">SJE1925H</a>	Indigenous Knowledge and Decolonization: Pedagogical Implications
<a href="#">SJE1925H</a>	Savoir indigne et décolonisation
<a href="#">SJE1926H</a>	Race, Space, and Citizenship: Research Methods
<a href="#">SJE1927H</a>	Migration and Globalization
<a href="#">SJE1929H</a>	Theorizing Asian Canada
<a href="#">SJE1930H</a>	Race, Indigeneity, and the Colonial Politics of Recognition
<a href="#">SJE1931H</a>	Centering Indigenous-Settler Solidarity in Theory and Research
<a href="#">SJE1932H</a>	Decolonization, Settler Colonialism, and Antiracism (exclusion: <a href="#">SJE5024H</a> )
<a href="#">SJE1933H</a>	Participatory Action Research and Community Based Research (exclusion: <a href="#">SJE5011H</a> )
<a href="#">SJE1951H</a>	L'cole, la participation parentale et la communauté
<a href="#">SJE1951H</a>	The School and the Community
<a href="#">SJE1954H</a>	Marginality and the Politics of Resistance
<a href="#">SJE1956H</a>	Social Relations of Cultural Production in Education
<a href="#">SJE1957H</a>	Disability Studies: An Introduction
<a href="#">SJE1958H</a>	The Cultural Production of the Self as a Problem in Education
<a href="#">SJE1959H</a>	Theoretical Frameworks in Culture, Communications, and Education
<a href="#">SJE1961H</a>	Spirituality and Schooling
<a href="#">SJE1970H</a>	Applied Ethics in Higher Education
<a href="#">SJE1971H</a>	Identity and Education
<a href="#">SJE1972H</a>	Contemporary Ethical Issues in Schooling and Education
<a href="#">SJE1973H</a>	Liberalism and its Critics
<a href="#">SJE1974H</a>	Truth Commissions Reconciliation and Indian Residential Schools
<a href="#">SJE1975H</a>	Indigenous Settler Relations Issues for Teachers
<a href="#">SJE1976H</a>	Critical Media Literacy Education
<a href="#">SJE1977H</a>	Sociology of Indigenous and Alternative Approaches to Health and Healing Practices: Implications for Education
<a href="#">SJE1978H</a>	Sexual, Racial, and Gender-Based Violence Prevention in Higher Education
<a href="#">SJE1979H</a>	Race, Gender, Sexuality, and Empire in Socialist Economies and States
<a href="#">SJE1982H</a>	Women, Diversity, and the Educational System
<a href="#">SJE1989H</a>	Black Feminist Thought
<a href="#">SJE1992H</a>	Feminism and Poststructuralism in Education
<a href="#">SJE1993H</a>	Militarism and Sustainability: Concepts of Nature, State, and Society

<a href="#">SJE2001Y<sup>0</sup></a>	Major Research Paper
<a href="#">SJE2030H</a>	Disability Studies and the Human Imaginary (exclusion: <a href="#">SJE5004H</a> )
<a href="#">SJE2910H</a>	Changes in Families and Policy Consequences for Government and Education
<a href="#">SJE2929H</a>	Disability Studies Interpretive Methods RM (exclusion: <a href="#">SJE3929H</a> )
<a href="#">SJE2941H</a>	Bourdieu: Theory of Practice in Social Sciences
<a href="#">SJE2942H</a>	Education and Work
<a href="#">SJE2996H</a>	Special Topics in Social Justice Research in Education
<a href="#">SJE2998H</a>	Individual Reading and Research in Social Justice Education: Master's
<a href="#">SJE5000H</a>	Special Topics in Social Justice Research in Education: Master's Level
<a href="#">JTE1952H</a>	Language, Culture, and Education / Langue, culture, et éducation

<sup>0</sup> Course that may continue over a program. The course is graded when completed.

## EdD, PhD Courses

Not all courses are offered every year. Please consult the Office of the Registrar and Student Services' [course schedule](#).

### Doctoral Level

<a href="#">SJE1419H</a>	Historiography and the History of Education
<a href="#">SJE1433H</a>	Freedom and Authority in Education
<a href="#">SJE1436H</a>	Modernity and Postmodernity in Social Thought and Education
<a href="#">SJE1438H</a>	Democratic Approaches to Pedagogy
<a href="#">SJE1440H</a>	An Introduction to Philosophy of Education
<a href="#">SJE1441H</a>	Philosophical Dimensions of Moral Education
<a href="#">SJE1443H</a>	Troubling Knowledges in Education: the Politics of Claiming Truths
<a href="#">SJE1447H</a>	Technology in Education: Philosophical Issues
<a href="#">SJE1452H</a>	Individual Reading and Research in the History of Education: Master's Level
<a href="#">SJE1453H</a>	Individual Reading and Research in the Philosophy of Education: Master's Level
<a href="#">SJE1461H</a>	Special Topics in History of Education
<a href="#">SJE1465H</a>	Special Topics in Philosophy of Education
<a href="#">SJE1471H</a>	Critical Issues in Education: Philosophical Perspectives
<a href="#">SJE1472H</a>	Philosophical Questions about the Teaching of Philosophy
<a href="#">SJE1979H</a>	Race, Gender, Sexuality, and Empire in Socialist Economies and States
<a href="#">SJE2929H</a>	Disability Studies Interpretive Methods RM (exclusion: <a href="#">SJE3929H</a> )
<a href="#">SJE3417H</a>	Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy
<a href="#">SJE3436H</a>	Aesthetics and Education
<a href="#">SJE3452H</a>	Individual Reading and Research in the History of Education: Doctoral Level
<a href="#">SJE3453H</a>	Individual Reading and Research in the Philosophy of Education: Doctoral Level
<a href="#">SJE3480H</a>	EdD Seminar in the Philosophy of Education I
<a href="#">SJE3481H</a>	EdD Seminar in the Philosophy of Education
<a href="#">SJE3490H</a>	EdD Seminar in the History of Education I
<a href="#">SJE3491H</a>	EdD Seminar in the History of Education II
<a href="#">SJE3903H</a>	SJE Learning to Succeed in Graduate School
<a href="#">SJE3904H</a>	Introduction to Advanced Sociological Theory in Education
<a href="#">SJE3905H</a>	Interdisciplinary Approaches to Humanities Social Science: Theory and Praxis



<a href="#">SJE3910H</a>	Advanced Seminar on Race and Anti-Racism Research Methodology in Education
<a href="#">SJE3911H</a>	Cultural Knowledges, Representation, and Colonial Education
<a href="#">SJE3912H</a>	Race and Knowledge Production: Research Methods
<a href="#">SJE3914H</a>	Anti-Colonial Thought and Pedagogical Challenges
<a href="#">SJE3915H</a>	Franz Fanon and Education
<a href="#">SJE3916H</a>	Women in Leadership Positions: Intersectionalities and Leadership Practices; Sociological Implications in Education
<a href="#">SJE3917H</a>	Indigenous Land Education and Black Geographies (prerequisite: any prior Indigenous and/or Black Studies course(s); exclusion: <a href="#">SJE5007H</a> )
<a href="#">SJE3933H</a>	Globalisation and Transnationality: Feminist Perspectives
<a href="#">SJE3934H</a>	Advanced Indigenous Feminist Research (prerequisite: prior coursework in Indigenous studies, women and gender studies; exclusion: <a href="#">SJE6000H</a> )
<a href="#">SJE3996H</a>	Special Topics in Advanced Social Justice Research in Education
<a href="#">SJE3997H</a>	Practicum in Social Justice Education
<a href="#">SJE3998H</a>	Individual Reading and Research in Sociology Justice Education
<a href="#">SJE6000H</a>	Special Topics in Social Justice Research in Education: Doctoral Level
<a href="#">JSA5147H</a>	Language, Nationalism, and Post-Nationalism

## Social Justice Education Courses

### JHS1916H - Studying the Graduate Student Experience

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** Online, In Class

### JHS3932H - Women and Higher Education

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** Online, In Class

### JSA5147H - Language, Nationalism, and Post-Nationalism

**Credit Value:** 0.50  
**Hours:** 36L

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 focus in particular on language as a technique of regimentation, which helps produce and police populations; and as a terrain of struggle over access to and legitimation of relations of authority, power and inequality. We will examine European nationalism and its ties to colonialism, industrial capitalism, liberal democracy and modernity. We will then move to reactions to it in the form of linguistic minority movements, international auxiliary languages, fascism (in particular Nazism), and Communism. We will then touch briefly on the post WWII period, and focus the rest of the course on contemporary conditions of late capitalism, since the late 1980s, with a focus on 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.

**Method of Delivery:** In Class

### JTE1952H - Language, Culture, and Education / Langue, culture et éducation

**Credit Value:** 0.50  
**Hours:** TBA

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.

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.

**Method of Delivery:** In Class

## SJE1419H - Historiography and the History of Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1422H - Education and Family Life in the Modern World I

**Credit Value:** 0.50

**Hours:** TBA

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

**Method of Delivery:** In Class

## SJE1432H - Knowledge, Mind, and Human Beings

**Credit Value:** 0.50

**Hours:** TBA

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).

**Exclusion:** [SJE1912H](#)

**Method of Delivery:** Online, In Class

## SJE1433H - Freedom and Authority in Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1436H - Modernity and Postmodernity in Social Thought and Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1438H - Democratic Approaches to Pedagogy

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1440H - An Introduction to Philosophy of Education

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1447H - Technology in Education: Philosophical Issues

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1465H - Special Topics in Philosophy of Education**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1471H - Critical Issues in Education: Philosophical Perspectives**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1472H - Philosophical Questions about the Teaching of Philosophy**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1900H - Introduction to Sociology in Education / Introduction à la sociologie de l'éducation**

**Credit Value:** 0.50

**Hours:** TBA

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.

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.

**Method of Delivery:** Online, In Class

## **SJE1902H - Introductory Sociological Research Methods in Education**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1903H - Major Concepts and Issues in Education**

**Credit Value:** 0.50

**Hours:** TBA

This course will serve as an introduction to the major concepts and issues in education from both a multidisciplinary and interdisciplinary approach, that values social justice education. Students will be introduced to major questions and debates in educational theory and praxis, focusing specifically on issues that define the areas of emphases in SJE: anti-racism, critical race theory and Indigenous

studies; feminism, gender, and queer studies; cultural and philosophical contexts in education (including francophone studies); aesthetics, communication and media studies; and democracy, ethics, disability studies, and social class. The course, which is normally taken in the beginning of a master level program in SJE, will assist students to understand how a multidisciplinary and interdisciplinary approach from the humanities/social sciences perspective that honors social justice education, contrasts with other disciplinary approaches and what this perspective contributes to the examination of major educational concepts and issues. Students will develop an understanding of the central questions, debates, and controversies from diverse intellectual traditions of the humanities and social sciences, and explore multi- and interdisciplinary studies in education, with a focus on history, philosophy, sociology and social justice education.

**Method of Delivery:** Online, In Class

## **SJE1905H - Qualitative Approaches to Sociological Research in Education**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1906H - Integrating Research and Practice in Social Justice Education**

**Credit Value:** 0.50  
**Hours:** TBA

The course will be offered as the final and culminating course for Masters of Education students in SJE who wish to complete a project synthesizing their educational experience with their professional, intellectual, and/or community goals. The students will design, develop and conduct individual or group projects in social justice education. Depending on students' goals and aspirations, projects may include (but are not limited to): a research project similar in form & scope to a Major Research Paper; a substantial literature review; a portfolio; a curriculum unit; a website, blog or digital media project; a policy intervention; a documentation of alternative educational programs or practices; the organization of a media, community or school event; an artistic representation; or a project of the student's design.

**Method of Delivery:** In Class

## **SJE1909H - Environmental Sustainability and Social Justice 1**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1911H - Sociologie de l'éducation inclusive**

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## **SJE1912H - Foucault and Research in Education and Culture: Discourse, Power and the Subject**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Exclusion:** [SJE1432H](#)

**Method of Delivery:** In Class

## **SJE1915H - Education and Popular Culture**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1919H - Advanced Topics in Environmental Justice Education

**Credit Value:** 0.50  
**Hours:** 36L

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.

**Method of Delivery:** In Class

## SJE1921Y - The Principles of Anti-Racism Education

**Credit Value:** 1.00  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1922H - Sociology of Race and Ethnicity

**Credit Value:** 0.50  
**Hours:** TBA

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation and interstices of race, gender, sexuality, [dis]ability, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

**Method of Delivery:** In Class

## SJE1923H - Racism, Violence, and the Law: Issues for Researchers and Educators

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1924H - Modernization, Development, and Education in African Contexts

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1925H - Indigenous Knowledge and Decolonization: Pedagogical Implications

**Credit Value:** 0.50  
**Hours:** TBA

This seminar will examine Indigenous and marginalized knowledge forms in global and transnational contexts and the pedagogical implications for decolonized education. 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 particular 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; cultural appropriation and the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledges and globalization; change, modernity, and Indigenous

knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications. Indigenous knowledge is thus defined broadly to local cultural resource knowledge and the Indigenous philosophies of colonized/oppressed peoples. The focus on local Indigenousness, that is, a knowledge consciousness that emerges from an understanding of the society-nature-culture nexus or interface.

**Method of Delivery:** In Class

## **SJE1926H - Race, Space and Citizenship: Research Methods**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1927H - Migration and Globalization**

**Credit Value:** 0.50  
**Hours:** TBA

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 inter-disciplinary, 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.

**Method of Delivery:** In Class

## **SJE1929H - Theorizing Asian Canada**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1930H - Race, Indigeneity, and the Colonial Politics of Recognition**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1931H - Centering Indigenous-Settler Solidarity in Theory and Research**

**Credit Value:** 0.50  
**Hours:** TBA

What sets of intellectual and intercultural relationships exist between settler, diasporic, and Indigenous populations in Canada, and what possibilities, challenges, and limitations surround the building of these alliances in both theory and research? This course will examine these questions by exploring scholarly, theoretical, and research-based frameworks centred on the creation, maintenance, and rejuvenation of Indigenous-settler relationships and organizing. The objective is to engage with and assess these frameworks from a critical, Indigenous, and anticolonial perspective, and to understand the strengths, divergences and interconnections surrounding each of them. Through films, readings, group discussions, and guest speakers, emphasis will be placed on current and future research and mobilizing, considering in turn the implications for political, historical, and educational change.

**Method of Delivery:** In Class

## SJE1932H - Decolonization, Settler Colonialism, and Antiracism

**Credit Value:** 0.50  
**Hours:** 36L

This course examines settler colonialism and antiracism as intertwined historical and contemporary social structures. Appraises lived consequences for Indigenous peoples, Black peoples, European settlers, and other arrivals. Considers theories of decolonization and abolition within settler colonial contexts.

**Exclusion:** SJE5024H  
**Method of Delivery:** In Class

## SJE1933H - Participatory Action Research and Community Based Research

**Credit Value:** 0.50  
**Hours:** 36L

This course engages participatory research approaches as an important intervention to the politics of knowledge and knowing that otherwise typify academic knowledge production. It considers the settler colonial harms of research alongside the resistance and refusals by communities to allow such harms to continue. Course readings and assignments are designed to support students in crafting meaningful forms of participation in a wide array of social science and humanities approaches to inquiry.

**Exclusion:** SJE5011H  
**Method of Delivery:** In Class

## SJE1951H - The School and the Community / L'école, la participation parentale et la communauté

**Credit Value:** 0.50  
**Hours:** TBA

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.

Dans plusieurs pays, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, la communauté, notamment au travers de l'action des parents, est invitée à jouer un 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. Cependant, 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 du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté et les fonctions sociales de l'école.

**Method of Delivery:** Online, In Class

## SJE1954H - Marginality and the Politics of Resistance

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1956H - Social Relations of Cultural Production in Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1957H - Disability Studies: An Introduction

**Credit Value:** 0.50  
**Hours:** TBA

"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, agential, 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.

**Method of Delivery:** In Class

## SJE1958H - The Cultural Production of the Self as a Problem in Education

**Credit Value:** 0.50  
**Hours:** TBA

This course explores socio-cultural theories of the self and subjectivity. Turning to interpretive sociology, informed by cultural and disability studies, we will theorize the self as social and as located in educational scenes of its appearance, including its appearance in empirical studies that regard the self as a problem. Through lecture and seminar discussions, we will uncover taken-for-granted conceptions of the self-as-a-problem in education. The course aims to reveal the complex version of self as a cultural production while questioning individualized versions of self currently produced by dominant fields' of inquiry in education such as developmental and epigenetic psychology.

**Method of Delivery:** In Class

## SJE1959H - Theoretical Frameworks in Culture, Communications and Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1961H - Spirituality and Schooling

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE1970H - Applied Ethics in Higher Education

**Credit Value:** 0.50  
**Hours:** TBA

Applied ethics is the study of questions that result from real-life moral situations, usually in specific domains such as medicine, business, and education. The institution of higher education (primarily universities) has always raised applied ethical questions, such as those regarding freedom of speech and research, compensation for intellectual work, choices in student admissions, obligations to the larger society, and academic integrity. Contemporary influences on higher education are also introducing a raft of new ethical quandaries: changes to the conduct and dissemination of research, free massive online courses, distance education, corporate university partnerships, restructuring of academic positions, rising tuition, and the dilution of degree integrity due to such phenomena as for-profit universities, just to name a few. How do we address these ethical questions? What concepts of value and morality can be brought to bear on higher education? This course will examine these ethical issues using a blend of empirical and theoretical, academic and non-academic literature. No background in philosophy is necessary to take this course.

**Method of Delivery:** In Class

## SJE1971H - Identity and Education

**Credit Value:** 0.50  
**Hours:** TBA

This course is about identity and its relationship to education. We all have beliefs about identity – our own, and others' as well – but when we start to investigate these beliefs, many questions arise. What is essential to one's identity? How much could you change about yourself and still be the same person? Were you born with an identity? How do children develop their identities? Where are the lines between individual identity and group identity?

These questions have major implications for education. On one level, we may assume implicitly that education should accord in some way with one's identity. One should not be educated to have an identity that is vastly different from one's own family or culture, or worse, to alienate one from these identities. Many types of schooling are explicitly concerned with instilling or nurturing certain identities in children - most commonly religious, ethnic, or national – so that they grow up with a sense of heritage and belonging. Yet we also think of education as liberating, as feeding the autonomy that allows individuals to "come into their own" identities, whatever these may be. Sometimes these purposes may seem to be at odds.

Teachers have identities, too, and who a teacher is affects how she will teach, and consequently what the students may come to understand of their own identities. Teachers can subtly reinforce or subvert dominant narratives about individual and group identities, shaping the way in which students come to see themselves in an educational setting and beyond. Teacher identities, student identities, and the identities of the wider community in which they learn are all very much entangled.

The readings in this course are drawn from philosophy and other disciplines. We will consider some of the contributions made to our understanding of identity by Western liberal thought, psychoanalysis, feminist and queer theory, anti-racist education, and more. Film and other source materials will also be used.

**Method of Delivery:** In Class



## SJE1972H - Contemporary Ethical Issues in Schooling and Education

**Credit Value:** 0.50

**Hours:** TBA

The course offers an opportunity to inquire ethically into timely, controversial educational issues, focusing on K-12 schooling in Ontario. We will be guided by questions about the purpose of education, the responsibilities of the state, the rights of parent, children, and minority groups, and the functions of teachers. Each week will focus on one general topic, such as ethnocentric segregated schools, standardization and standardized testing, sexual minorities in religious schools, and so on.

No background in philosophy is required, but we will continually reinforce the methods of ethical inquiry and steer away from other approaches. We will use a variety of sources, including scholarly articles, various news media, and policy documents.

This course is open to Master of Teaching students.

**Exclusion:** SJE1471 (Critical Issues in Education: Philosophical Perspectives)

**Method of Delivery:** In Class

## SJE1973H - Liberalism and its Critics

**Credit Value:** 0.50

**Hours:** TBA

Liberalism is a crucial influence on the Western philosophical and political traditions, and a framework for understanding many contemporary debates about education. This course will engage with selected foundational texts in liberal thought, with a focus on Rawls' *Theory of Justice*, as well as some of the critiques (e.g. communitarian, feminist) that have shaped political discourse in recent years.

There are many versions of liberalism, and countless unsettled debates within the liberal tradition. What intellectual and political developments are central to contemporary liberalism? What is the liberal vision of a socially just state? Can the state be neutral with respect to views about the good life? How should individual rights be conceptualized in a diverse society? What is the value of community membership? Does liberalism place too much importance on autonomy or reason? How should liberal societies deal with illiberal views? How does our present society embody, and fail to embody, various theories of liberal justice? What is the relationship between liberalism and neoliberalism?

We will engage with these questions via close readings of liberal theorists and their critics, and by examining the formidable influence of liberal ideas on contemporary schooling. We will also examine specific debates about liberalism in education, including the importance of educating for autonomy and the legitimacy of state-initiated educational policies.

**Method of Delivery:** In Class

## SJE1974H - Truth Commissions Reconciliation and Indian Residential Schools

**Credit Value:** 0.50

**Hours:** TBA

This course considers, in part comparatively and internationally, the content and implications of Truth Commissions, especially Canada's Truth and Reconciliation Commission (TRC) in terms of delivering colonial reparations and redress. In June 2015, following six years of investigation and hearings across Canada, the TRC released its findings to the public. The findings were based largely on testimonies of over 6000 witnesses, mostly adult survivors of residential schools. The TRC concluded that the residential schools were based on a policy of "cultural genocide", enforced as part of the very foundation of the Canadian state and sustained for over a century. Canada's TRC documented crimes exclusively targeting children, and an attack on Indigenous sovereignty. It also identified education as an avenue for reconciliation.

The course in general addresses histories of settler colonialism in Canada, historically and at present. It also works in particular to make comparisons with other Truth Commissions and cases of apology and redress. Attention is paid to recommendations for social justice related, political, and educational reform and practice; as well as their implications for settler/indigenous relationships-building and -rejuvenation.

The readings in this course are drawn from Critical Indigenous Studies, History, as well as other disciplines. Films, guest speakers, and other source materials are used.

**Method of Delivery:** In Class

## SJE1975H - Indigenous Settler Relations Issues for Teachers

**Credit Value:** 0.50

**Hours:** TBA

This course names and considers the role of Canadian educators in transforming classroom-based, pedagogical, research-oriented, and programmatic initiatives aimed at settler, arrivant, and migrant/Indigenous relationships-building and -rejuvenation. It invites teachers and administrators in particular to mobilize recent calls by the Association of Canadian Deans of Education (2010) and the Truth and Reconciliation Commission (2015) to address the possibilities of colonial reparations and reconciliation. Issues addressed include: the 'Non-Indigenous Learner and Indigeneity,' and how to 'build student capacity for intercultural understanding, empathy, and mutual respect.'

The course addresses scholarly criticisms regarding the invitation to 'cultural competence' and 'sensitivity training' in services delivery and educational contexts. It also addresses current and past histories of settler colonialism, multiculturalism, and Indigenous education in Canada. Attention is paid to anticolonial pedagogy and practice, as well as Indigenous perspectives on sovereignty, relationships and governance.

The readings in this course are drawn from Critical Indigenous Studies, Critical Pedagogy, as well as other disciplines. Films, guest speakers, and other source materials are used.

**Method of Delivery:** In Class

## SJE1976H - Critical Media Literacy Education

**Credit Value:** 0.50

**Hours:** TBA

This course positions students for successful teaching and curriculum design in the area of critical media literacy education. The course introduces students to major theoretical paradigms in the field, illuminating shifting debates, changing pedagogical and political objectives, and the growth of the field over time. The course explores important concepts and theories related to media usage and media production in relation to teaching and pedagogical practice. These include media psychology in the classroom, the links between media-based creativity, education and social forms, the politics of media production, and the role of decolonization, internationalization and globality in this field. The course will introduce multiple and diverse approaches used by media literacy educators and teachers and engage students in critical media literacy curriculum design, as well as anti-hegemonic media-based productions that could support transformative media-based education across the humanities and social sciences.

**Method of Delivery:** In Class

## SJE1977H - Sociology of Indigenous and Alternative Approaches to Health and Healing Practices: Implications for Education

**Credit Value:** 0.50

**Hours:** TBA

The intent of this course is to develop and understand the philosophical basis of Indigenous Health and Healing Practices: Implication for Education by reviewing educational and research initiatives in this area. The course will also broaden students' understanding of holistic methods of health and healing practices in the context of education and schooling. Given the impacts of globalization, different communities are faced with a myriad of physical/economic, psychological, mental and community distresses. A course on Sociology of Indigenous Health and Healing Practices and its Implication for Education create a space for dialogue and critical evaluation of the importance of good health (physical, mental and emotional) for learning, researching and teaching. The resurgence of alternative health and healing practices is crucial at this time when different communities both from mainstream and Indigenous communities are searching for holistic methods of health and healing. Indigenous healing practices are unique because all physical, mental and spiritual phenomena are studied, understood, and practiced and taught to its whole community (Afrika, 2004, Battiste, 2000; Dei, Hall & Rosenburg, 2000; Waterfall, 2002; Wane, 2005). Some of the questions that will be addressed through discussion, readings and guest speakers are: What is healing? What are the different modes of healing outside contemporary healing practices and what are their implication to knowledge production and dissemination? Why do we deal with inbuilt tensions between and among different modes of healing and their implication to education? Healing is more than just keeping and restoring one's health. It is also about the relationship with others, other creatures (animate/inanimate, visible/invisible), and the universe; what has this got to do with sociology of education?

**Method of Delivery:** In Class

## SJE1978H - Sexual, Racial and Gender-based Violence Prevention in Higher Education

**Credit Value:** 0.50

**Hours:** TBA

This course addresses manifestations of sexual, gender-based and racial violence against participants in higher education on university and college campuses as global, historical and interlocked occurrences in high, low and middle-income countries in the global North and South. The course explores root causes, modes, prevalence of such forms of violence impacting disproportionately women, transgender, queer, Indigenous, racialized and disabled students from the perspective of transnational and feminist theories relating violence to 'gender' and 'sex' constructs, power inequalities, patriarchal structures, state ideologies, colonization, organization of institutions, and socialization of individuals and social groups. The course connects feminist knowledges pertaining to violence to the material and cultural realities of higher education in countries around the world, including Canada, the United States, Japan, Australia, Russia, Nigeria, Chile, South Africa, and Spain. The course examines further the cultural, political and ideological properties of widely-implemented violence prevention programs on college and university campuses worldwide, inviting students to assess critically the successes and limitations of these programs against student and faculty needs and in relation to the root causes of sexual, racial and gender-based violence. The course further introduces students to under-studied and undertheorized forms of institutional violence in higher education such as lack of supports for mothers, emotional labour of social workers investigating incidents of violence and supporting survivors, as well as the debated issue of universities' responsibility for students subjected to domestic violence.

Along the way, the course explores positive practices in research on sexual and gender-based violence in education linking research on prevalence and prevention to international bodies and practices such as the United Nations and the World Health Organization.

The course readings and assignments will position graduate students specializing in social justice education for successful research and writing in this area of study, encouraging especially studies of novel and evidence-based violence prevention paradigms that support safe higher education where all learners prosper.

**Method of Delivery:** In Class

## SJE1979H - Race, Gender, Sexuality, and Empire in Socialist Economies and States

**Credit Value:** 0.50

**Hours:** TBA

Important contemporary debates about social forms and human societies based on equality, social justice and collectivism involve various Marxist, socialist, communist, and radical leftist theoretical and ideological paradigms upon which intellectuals have imagined 'the good society' intellectuals. This course introduces students to these paradigms from the perspective of the emerging international field of 'postsocialist studies,' focusing especially on racial formation, (post)coloniality, global capitalism, cultural production, and identity formation in former and current socialist states and societies around the world.

The course explores historically how and why intertwined raced, gendered, sexed, and classed imaginations and social practices, as well as Soviet and western European colonial projects and Cold War quests for domination, encoded and shaped how different socialist

states and societies practiced forms of socialism and communism. It examines critically and relationally so called 'red racisms,' socialist patriarchies, heteronormativity, and state valorizations of differently abled human bodies in multiple socialist countries and locales in the former Soviet Union, former socialist countries in Central and Eastern Europe and the Balkans, socialist political formations in Africa and Latin America, and contemporary socialist states like China and Cuba. Along the way, the course readings chart a heterogeneous globalized milieu of socialist and Marxist political genres, state instrumentalities, social relations, cultural productions, and individual and group identities affecting the failures and/or prosperity of socialist societies and states.

The course will position students for historical and critical engagement with the lived realities of socialism and communism informing further potent research and debates about the meanings and practices of socialism(s) and Marxism(s).

**Method of Delivery:** In Class

## **SJE1982H - Women, Diversity, and the Educational System**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1989H - Black Feminist Thought**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1992H - Feminism and Poststructuralism in Education**

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE1993H - Militarism and Sustainability: Concepts of Nature, State and Society**

**Credit Value:** 0.50  
**Hours:** TBA

Militarism is and has been an ongoing part of civilization and state formation throughout much of recorded history. The devastating effects of war on the environment, individual human and group life, and the disruption of any sense of normal lawful or civil society are well documented. It is difficult to find any political group who advocates or see war as a preferred means of conflict or social resolution. Yet war, militarism, and the quest for dispute resolution and ordination of one group over another is a central part of human history. In many accounts of history and what G. H. Mead called human group life war and militarism is all but a code word for what we label as history.

**Method of Delivery:** In Class

## **SJE2030H - Disability Studies and the Human Imaginary**

**Credit Value:** 0.50  
**Hours:** 36L

This course theorizes the meaning of "human." It does so by developing conversations between disability studies and key theorists who have raised the question of the human imaginary, herein regarded as culturally structured images that govern people's interactions. As a way to guide our understanding of the restricted character of the human imaginary resulting from colonial/settler power, we turn to various scholars (including Sylvia Wynter, Thomas King, Frantz Fanon, W.E.B. DuBois, Audre Lorde, Paul Gilroy, Maurice Merleau-Ponty, Harold Vizenor, Hannah Arendt, Edward Said, Ralph Ellison, Austin Clarke, Octavia Butler). Bringing disability studies praxis into conversation with these writers, the course will trace the meaning made of the human through two questions. First, what consequences has a restricted human imaginary imposed on the practices and institutions enacting disability in everyday life? Second, what place does disability occupy in the work of those who have theorized a restricted human imaginary? Working with these two questions, the overall aim of the course is to consider how social justice education might better attune itself to Fanon's (1967) provocation, "Oh my body, make of me always a [hu]man who questions!"

**Exclusion:** [SJE5004H](#)  
**Method of Delivery:** In Class

## **SJE2929H - Disability Studies – Interpretive Methods [RM]**

**Credit Value:** 0.50  
**Hours:** 36L

The social *act of interpretation* is the abiding concern of this course. It pursues methods of examining the material fact of interpretation as it forms the meaning of disability in contemporary times. We will learn phenomenologically oriented methods from Black, Indigenous, Queer, Feminist and Disability Studies scholars. The purpose of this course is to learn how to engage interpretations of physical, sensory, mental, emotional variations to critical inquiry. We will pursue interpretive methods of reading and writing that explore the complex social significance of embodied diversity within various social arenas, such as medicine and education. The course will pursue interpretive methods while engaging the question. "How is studying the act of interpretation important to social change?"

**Prerequisite:** Prior disability studies course recommended

**Method of Delivery:** In Class

## **SJE2941H - Bourdieu: Theory of Practice in Social Sciences**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE2942H - Education and Work**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE2998H - Individual Reading and Research in Social Justice in Education: Master's Level**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE2999H - Special Topics in Sociological Research in Education**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** Online, In Class

## **SJE3417H - Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE3452H - Individual Reading and Research in the History of Education: Doctoral Level**

**Credit Value:** 0.50

**Hours:** TBA

Course description same as SJE1452H.

**Method of Delivery:** In Class

## **SJE3453H - Individual Reading and Research in the Philosophy of Education: Doctoral Level**

**Credit Value:** 0.50

**Hours:** TBA

Course description same as SJE1453H.

**Method of Delivery:** In Class

## **SJE3480H - EdD Seminar in the Philosophy of Education I**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE3481H - EdD Seminar in the Philosophy of Education II

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as SJE3480H.

**Method of Delivery:** In Class

## SJE3490H - EdD Seminar in the History of Education I

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE3491H - EdD Seminar in the History of Education II

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as SJE3490H.

**Method of Delivery:** In Class

## SJE3904H - Introduction to Advanced Sociological Theory in Education

**Credit Value:** 0.50  
**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE3905H - Interdisciplinary Approaches to Research: Theory and Praxis

**Credit Value:** 0.50  
**Hours:** TBA

This course will provide students with an introduction to diverse disciplinary and interdisciplinary approaches to conducting educational research in the humanities and social sciences. The course will simultaneously examine 1) methodological issues in disciplinary and interdisciplinary research, 2) content that is of common interest to multiple disciplines and reflects the scholarship of the SJE faculty, and 3) the relationship between research and praxis in various disciplines. The individual disciplines reflected in the course will include sociology, philosophy, history, anthropology, geography, and political science. Some of the topics to be examined may include the sociology of knowledge, the politics of truth claims, the impact of technology and media, and debates regarding knowledge production and authority. We will approach these questions through different lenses and frameworks that transcend individual disciplines, such as critical race, postcolonial, feminist, and postmodern theories. While engaging with the methods and assumptions of various fields of research, the overriding inquiry in this course will be epistemological, derived from the philosophical study of how knowledge is acquired, verified, produced, and transmitted.

**Method of Delivery:** In Class

## SJE3910H - Advanced Seminar on Race and Anti-Racism Research Methodology in Education

**Credit Value:** 0.50  
**Hours:** TBA

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:** [SJE1922H](#) or permission of instructor  
**Method of Delivery:** In Class

## SJE3911H - Cultural Knowledges, Representation and Colonial Education

**Credit Value:** 0.50  
**Hours:** TBA

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:** Masters students need approval of instructor

**Method of Delivery:** In Class

## **SJE3912H - Race and Knowledge Production: Research Methods**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## **SJE3914H - Anti-Colonial Thought and Pedagogical Challenges**

**Credit Value:** 0.50

**Hours:** TBA

This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations. It will use radical/subversive pedagogy and instruction as important entry points to critical social praxis. Focussing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Césaire, Cabral, Gandhi, Machel, Che Guevara, Mao Tse-Tung, Nyerere, Toure and Nkrumah, the course

will interrogate the theoretical distinctions and connections between anti-colonial thought and post-colonial theory, and identify the particular implications/lessons for critical educational practice. Among the issues explored will be: the challenge of articulating anti-colonial theory as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness; the conceptualization of power configurations embedded in ideas, cultures and histories of marginalized communities; the understanding of indigeneity as pedagogical practice; the pursuit of agency, resistance and subjective politics through anti-colonial learning; the investigation of the power and meaning of local social practice/action in surviving colonial and colonized encounters; and the identification of the historical and institutional structures and contexts which sustain intellectual pursuits. Students and instructor will engage in critical dialogues around intellectual assertions that the anti-colonial is intimately connected to decolonization, and by extension, decolonization cannot happen solely through Western scholarship. We will ask: How can educators provide anti-colonial education that develop in learners a strong sense of identity, self and collective respect, agency, and the kind of individual empowerment that is accountable to community empowerment? How do we subvert colonial hierarchies embedded in conventional schooling? And, how do we re-envision schooling and education to espouse at its centre such values as social justice, equity, fairness, resistance and decolonial responsibility?

**Method of Delivery:** In Class

## **SJE3915H - Franz Fanon and Education**

**Credit Value:** 0.50

**Hours:** TBA

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.

**Method of Delivery:** In Class

## SJE3916H - Women in Leadership Positions: Intersectionalities and Leadership Practices; Sociological Implications in Education

**Credit Value:** 0.50  
**Hours:** 36L

Exploring women in leadership positions within the context of education will create new pathways of understanding intersectionalities and leadership practices. By weaving women's leadership practices into learning, knowledge creation discourse, educators as well as learners will have a better understanding of how gender plays out in leadership. The main objective of this course will be to explore different leadership models from a feminist & anti-colonial thought framework in order to create an educational space that develops learners and educators' consciousness in relation to: What is leadership? Does one need to be in a position of authority to be a leader? What does it mean to be a leader from marginalized communities? We shall also examine strategies that different women employ when they find themselves in positions of leadership. In this course, we will explore the questions and issues of women and leadership and how that intersects with schooling from diverse perspectives. Ngunjiri (2010), suggests that women can transform their communities and organizations from within by choosing to work with all stakeholders by navigating through the cultural and organizational challenges, in order to bring a shift of consciousness in communities or organizations. This course seeks to further these analyses and offers insights into how spiritual discourse informs women educators' everyday leadership practices. The course will concentrate on literature that examines women & leadership; gender and leadership; women in positions of authority etc and knowledge production from historical and contemporary perspectives as well as from a local and global perspective.

**Method of Delivery:** In Class

## SJE3917H - Indigenous Land Education and Black Geographies

**Credit Value:** 0.50  
**Hours:** 36L

This course attends to research approaches coming out of two distinct literatures: Indigenous land education or pedagogy, and Black feminist geographies. Texts and assignments will focus on empirical and conceptual research projects which can be informed by critical Indigenous studies and Black studies engaging place and land.

**Prerequisite:** Any prior Indigenous and/or Black Studies course(s)  
**Exclusion:** [SJE5007H](#) (Special Topics)  
**Method of Delivery:** In Class

## SJE3933H - Globalisation and Transnationality: Feminist Perspectives

**Credit Value:** 0.50  
**Hours:** TBA

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?

**Method of Delivery:** In Class

## SJE3934H - Advanced Indigenous Feminist Research

**Credit Value:** 0.50  
**Hours:** 36L

This course engages Indigenous feminist approaches to research, and the application of theories of refusal to academic knowledge production.

**Prerequisite:** Prior coursework in Indigenous studies, women and gender studies  
**Exclusion:** [SJE6000H](#)  
**Method of Delivery:** In Class

## SJE3997H - Practicum in Social Justice Education

**Credit Value:** 0.50  
**Hours:** TBA

Practical experience in an area of the humanities, social sciences and/or social justice education fieldwork is a vital element of the development of skills in the application of knowledge from theory and research. In consultation with the SJE departmental Practicum Liaison person, the student shall establish a practicum supervisor and a suitable placement in consultation with her/his practicum supervisor, signaled by completion of an EdD 'Practicum Agreement Form' (SJE website, 'Students', 'Dept. Specific Forms'). For successful completion of this course, the student is required to: a) spend 72 hours in active educational fieldwork; b) have regular contact with their individual practicum supervisor; c) submit an interim report of approximately 1500 words to the Practicum Supervisor; and submit a final paper of approximately 8000 words to the Practicum Supervisor offering a final synthesis of specific field experiences & their relationship to a relevant body of academic and sociological literature which shall be graded on a Pass/Fail basis. Examples of relevant educational placements include but are not limited to school boards, community organizations, social service organizations, unions, cultural organizations and other organizations with relevant educational functions, broadly conceived.

**Method of Delivery:** In Class

## SJE3998H - Individual Reading and Research in Social Justice Education: Doctoral Level

**Credit Value:** 0.50  
**Hours:** TBA

Course description same as SJE2998H.

**Method of Delivery:** In Class

**SJE5000H - Special Topics in Social Justice Research in Education: Master's Level****Credit Value:** 0.50**Hours:** TBA

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.

**Method of Delivery:** Online**SJE6000H - Special Topics in Social Justice Research in Education: Doctoral Level****Credit Value:** 0.50**Hours:** TBA

Course description same as SJE5000H, but at the doctoral level.

**Method of Delivery:** In Class



# Indigenous Education

Indigenous Education initiatives at OISE involve all departments and draws upon the diversity of Indigenous peoples. We seek to examine a range of issues, perspectives, and models of Indigenous Education from local, to national and international connections. Students focusing on Indigenous Education will have a greater understanding of the needs, aspirations and knowledges of Indigenous Peoples in Canada (First Nations, Métis, Inuit) and Indigenous Peoples around the world.

Important components of learning and work in this research area include:

- Developing understanding of the diversity of Indigenous peoples locally, nationally, and globally. This includes diverse cultural, spiritual, and political structures, and place based relationships that shape approaches to knowledge production and education.
- Increasing understanding of the history of colonization projects in Canada and around the world and their impacts on Indigenous peoples. This includes the significant role that education has played as a tool for control and assimilation.
- Examining ongoing realities of colonization including the ways in which educational institutions, policies and practices continue to produce and maintain conditions of constraint, dominance and control; racist representations of Indigeneity; social and class differences; and social inequities in regards to Indigenous peoples.
- Advocating for changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research.
- Centering Indigenous epistemologies, ontologies and methodologies in Indigenous education and research. This includes respecting the roles that Indigenous Elders and Knowledge Keepers play in Indigenous communities and holistic understandings of learning and wellness.

Courses are offered at the MT, MEd, MA, EdD, and PhD levels. Faculty members supervise masters research projects, qualifying research papers, and both masters and doctoral theses. Courses with an Indigenous education focus or content are listed in associated departments; see their websites for details.

Faculty actively working in this research area are in the departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Leadership, Higher and Adult Education (LHAE); and Social Justice Education (SJE).

Indigenous Faculty across these departments include: S. Styres and J. Brant (CTL); J. Ansloos (APHD), S. Waterman and J. Wemigwans (LHAE); E. Tuck and M. Cannon (SJE). Their research and teaching focuses on a range of topics in Indigenous education including (but not limited to):

- Indigenous students' access and experiences in post-secondary education
- Social movements and approaches to decolonization
- Sociopolitical dimensions of Indigenous mental health
- Racism and colonial politics of state recognition
- Land-centered approaches to language, literacy, and curriculum
- Ethical representation of Indigenous knowledge in digital spaces
- Indigenous maternal pedagogies and identity formation

## Traditional Teachers & Supports

OISE's Indigenous Education Network (IEN) and the University of Toronto's First Nations House (FNH) has relationships with a

number of Elders and Knowledge Keepers. Please contact the IEN and/or FNH for more information about drop in hours and other programming offering traditional teaching and support.

## Indigenous Education Network

The IEN space is located on the South end of the 5th floor at OISE. The space is open for Indigenous students, faculty and staff to use for meetings, work and social gathering.

Contact: Julie Blair  
 Telephone: 416-978-0732  
 E-mail: [ien@utoronto.ca](mailto:ien@utoronto.ca)  
 Website: [www.oise.utoronto.ca/ien/](http://www.oise.utoronto.ca/ien/)

## Deepening Knowledge Project

Website: <https://www.oise.utoronto.ca/deepeningknowledge/>

## First Nations House

Telephone: 416-978-8227  
 Website: [www.fnh.utoronto.ca](http://www.fnh.utoronto.ca)

## For further information about Indigenous Education initiatives at OISE, contact the OISE Indigenous Education Liaison:

Lindsay DuPré  
 Email: [lindsay.dupre@utoronto.ca](mailto:lindsay.dupre@utoronto.ca)  
 Telephone: 416-978-2435

# Fees

To be officially registered, tuition fees must be paid or arrangements made for a Fee Deferral, if applicable.

## Academic Fees Structure

**Full-time Master's students undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must continue to register on a full-time basis and pay the full-time fee once they have completed the defined Program Length or have begun their last required course (whichever comes first), until all degree requirements have been completed.**

Master's students proceeding to their degree on a part-time basis, and undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must 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.

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 often covers the Summer Session immediately following if studies are in the same degree, except for part-time Special Students.

NOTE: The Academic Fee is also called the "Program Fee".

## Minimum Degree Fee

### Master's Programs

All students in a given program must pay the Minimum Degree Fee (MDF) prior to graduation, regardless of registration option or status. The MDF is associated with the program length for each graduate master's program.

This fee is based upon the full-time program length for each program and assessed prior to graduation. Minimum Degree Fee represents the minimum amount of tuition that every student, whether registered full-time or part-time, must pay upon completion of the program prior to graduation. (Note that this only includes Academic Fees and does not include Incidental/Ancillary Fees.)

Program length refers to the period of time for an academically well-prepared student to complete a master's program while registered full-time. This period multiplied by the full-time Academic Tuition Fee in the year the program started, establishes the Minimum Degree Fee which must be paid before graduation.

**Students must, at the end of their program, pay additional fees if necessary such that in total their academic fees paid equal the minimum applicable degree fees.** At the time of graduation, the cumulative Academic 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.

### Important notes:

- 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.
- Students who undertake their studies on a part-time basis are required to pay at least the same amount of tuition for their degree as a full-time student. Many part-time students must pay a Minimum Degree Fee prior to graduation.
- Students who accelerate through their program and finish the degree requirements in less time than the program length may have to pay a Balance of Degree Fee (MDF minus tuition fees actually paid) upon graduation.
- Any fees paid as a non-degree student (whether at U of T or at another institution) will not be counted towards the Minimum Degree Fee.
- The SGS-approved transfer of graduate academic credit also does not reduce the required Minimum Degree Fee.

For international students who change to domestic status during their study period, the MDF will be assessed as follows:

- If the legal status change occurred within the program length, the MDF will be based on the domestic tuition fee.
- If the legal status change occurred after the program length, the MDF will be based on the international tuition fee.

*Example of Minimum Degree Fee which must be paid before graduation:*

If a domestic student began an MEd program in 2019-20, the Minimum Degree Fee which must be paid before graduation is established by: program length multiplied by the full-time Academic Tuition Fee (Program Fee) in the year the program started.

*ie., 1.5 multiplied by \$10,070 = \$15,105 \**

The Minimum Degree Fee for most MEd programs if a domestic student began 2019-20 would be: \$15,105.

For more information and examples about Minimum Degree Fees, please visit the website of the Office of the Registrar and Student Services [Registration and Fee Information](#).

\* The program length of most MEd programs is 1.5 years; the exception is the MEd in Counselling Psychology with a program length of 2 years. The Minimum Degree Fee for the MEd in Counselling Psychology, started in 2019-20 is 2.0 multiplied by \$10,070 = \$20,140.

### PhD & Professional Doctoral Programs

The Minimum Degree Fee for PhD and professional doctoral programs is the fee associated with one year (three sessions) of full-time studies and represents the minimum amount of tuition that every PhD or professional doctoral student, regardless of registration status or option, must pay upon completion of the program, prior to graduation. If a student has paid more than the MDF due to the time taken to complete the degree requirements, there will be no refund of fees.

All students are subject to tuition and fees for each session and year of registration, including sessions following the defined program length, until the program is completed. All PhD and EdD students must maintain continuous registration.

## Calculation of Fees

The fees schedule for 2020-21 is not available at the time of publication. In the 2019-20 academic year, the one-year full-time **Academic Fee** was as follows:

### Canadian Citizens and Permanent Residents - Academic / Program Fee (one-year, full-time)

MA & PhD - \$6,210.00  
EdD - \$7,537.00  
MEd - \$10,070.00  
MT and MA-CSE - \$10,070.00

In addition to the Academic Fee, all students pay Incidental Fees. The full-time **Incidental Fees** for 2019-20 were:

MA & PhD - \$1,548.60  
EdD - \$1,548.60  
MEd - \$1,548.60  
MT - \$1,903.60  
MA-CSE - \$1,903.60

### International Students - Academic / Program Fee (one-year, full-time)

MA - \$23,770.00  
PhD - \$6,210.00 \*  
EdD - \$34,770.00  
MEd - \$35,930.00  
MT - \$35,930.00  
MA-CSE - \$35,930.00

\* NOTE: Starting in Fall 2018, International PhD and Flexible-time PhD students pay domestic tuition rates. See International Student Fees section for further information.

In addition to the Academic Fee, all students pay Incidental Fees. International Students also pay the University Health Insurance Plan (UHIP) fee. The 2019-20 full-time **Incidental Fees** for International Students was:

MA & PhD - \$1,555.22 + \$636 UHIP  
EdD - \$1,555.22 + \$636 UHIP  
MEd - \$1,555.22 + \$636 UHIP  
MT - \$1,910.22 + \$636 UHIP  
MA-CSE - \$1,910.22 + \$636 UHIP

For planning purposes, the calculation of fees applicable to each program is as follows:

#### MEd Degree Students

The minimum Degree/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. Exception: the minimum Degree/Program Fee for the Counselling Psychology program is 2 times the one-year full-time Academic Fee.

#### MA and MT Degree Students

The minimum Degree/Program Fee is based on Program Length.

#### EdD Degree Students

Fees will be assessed according to the pattern of registration, but all EdD students must maintain continuous registration. The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

#### PhD Degree Students

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 15th day of the month.

NOTE: Part-time flexible-time PhD and reinstated students are not eligible for the pro-rated fee.

## 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 2019-20 academic year, the Academic Fee for a half-course was \$1,510.50 (international student was \$5,389.50).

## 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, please 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 food and lodging for twelve months is between \$17,000 and \$27,000 plus tuition fees. Please note that international tuition is set at a level that more closely reflects the true cost of educating students. The Ontario Government subsidizes domestic tuition with taxpayer funds.

Starting in Fall 2018, International OISE full-time and flexible-time PhD students pay domestic tuition rates (note that international students will still need to pay UHIP). The tuition fee is applicable to all new and continuing PhD students but is not retroactive meaning that PhD students will not receive a refund for tuition fees paid on sessions prior to September 2018. Please note that this new tuition structure does not apply to students in OISE's EdD, MT, MA and MEd programs of study.

**The University Health Insurance Plan (UHIP)** fee is a compulsory non-Academic Fee for International Students. In 2019-20 the cost for twelve months was \$636 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](http://www.uhip.ca)

## Late Payment Fees

A late payment fee will be assessed against any student enrolled in Summer, Fall or Winter Session courses but whose fee payments 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

Tuition may be paid by session. The minimum payment of fees for each session will be indicated on the invoice which you will be able to download from [ACORN](#). The due date for payment for the Fall Session is August 28, 2020. The due date for the Winter (January to April) Session is November 30, 2020. The balance of the required fees is due without further notice and is subject to service charges, as outlined on the [Fees website](#).

- 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.

## Non-Refundable Tuition Deposit (for newly admitted Master of Teaching and MA-Child Study and Education students)

Newly admitted students to the Master of Teaching and MA-Child Study and Education programs must pay a non-refundable three hundred dollar (\$300) tuition deposit by June 1 in order to hold their admission space in the program. Mastercard or Visa credit card payments are made by logging-in to [ACORN](#) using the JOINid credentials that newly admitted students received upon completing and submitting their online admission applications.

## Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2019-20 academic year, the service charge was 1.5% per month, compounded (19.56% per annum).

## 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 be allowed to participate in the ceremony and have their names appear on the convocation program. However, they will not receive their Diploma until all outstanding fees have been paid.

## Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal from a session, in the OISE Office of the Registrar and Student Services, Registration Team. 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 2019-20 academic year, the minimum charge was \$286.00.

Note that the Tuition Deposit (\$300) for newly admitted students to the Master of Teaching and MA-Child Study and Education programs is non-refundable.

## 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):

# Financial Support

Depending on your program of study, there are a number of sources of support for OISE students.

## OISE Graduate Base Funding Package

OISE will provide a base funding package to registered students for the first year of full-time MA study (excluding the MA in Child Study and Education program) and for the first four years of study in the PhD program (excluding the Flexible-time PhD), provided that students maintain good standing as a full-time student.

It is currently estimated that the value of the 2020-21 base funding package will be at least \$24,850 (including tuition and incidental fees), in the case of international students, UHIP will also be covered.

This Funding Package may be comprised of external scholarships, OISE funding grants, and/or employment opportunities. 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 Base Student Funding website](#).

NOTE: Students in years one and two of the MA in the School and Clinical Child Psychology (SCCP) program in the Department of Applied Psychology and Human Development will receive funding for the first two 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.

## Scholarships, Awards and Bursaries

Notices pertaining to awards, other than those listed here, are posted on the [OISE Graduate Student Funding website](#). In addition, a comprehensive listing of University of Toronto award opportunities is available on the [Award Explorer website](#).

## OISE Awards Available Faculty-Wide

For information about eligibility, applications and deadlines for the following Faculty-wide awards, and for a list of awards available to specific departments, please visit the [OISE Tuition and Financial Support website](#).

- Alexandra & Leonid Semeniuk Award
- Azim Premiji Foundation Fellowship
- Christopher Parker Memorial Fund
- Burstow Scholarship for Research in Antisemitism
- Hetty C. Chu Memorial Fellowship
- OISE Scholarship Program for Indigenous Students

- Indigenous Students Bursary Fund
- Keith A. McLeod Bursary
- Margaret I. Hambly Memorial Scholarship
- Mary Stager Graduate Student Award
- OISE Alumni Association Doctoral Fellowship
- Wilfred Rusk Wees Fellowship
- William Waters Scholarship in Urban Education
- William Pakenham Fellowship

## 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. For complete information, please refer to the [Fulbright website](#).

### 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.

Application forms, as well as detailed information on eligibility and terms and conditions of the award can be obtained from the [School of Graduate Studies website](#).

Students currently enrolled in a graduate program, must submit the application to their department by the deadline. Prospective students must submit an application to each institution for which they are seeking admission. OGS awards are no longer transferrable from one university to another.

The deadline will be announced in early Fall on the [OISE Graduate Student Funding 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 are currently valued at \$20,000. Scholarships of \$35,000 are also available to students with high academic merit.

Application forms are available at [SSHRC website](#).

- 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 in early fall on the [OISE Graduate Student Funding website](#).

- b. For prospective full-time students, please refer to the [SSHRC website](#).

## Other External Student Awards

Information about other external awards can be found at the OISE webpage: [External Graduate Funding](#).

Information about awards offered by external agencies for teacher education students can be found at the OISE webpage: [External Awards for Teacher Education Students](#).

## Student Employment Opportunities

OISE offers students four types of employment opportunities that provide financial assistance and experience in the research and teaching fields. Detailed information is available on the website for OISE Graduate Student Funding website about [student employment](#).

### OISE Graduate Assistantships

Graduate Assistantships (GAs) are placements for students engaged in research and/or field development projects that contribute to their academic and professional development. GAs are unionized positions represented by CUPE 3907. As a member of CUPE3907, you will have access to benefits, including a Top-up Health and Dental Plan.

Note: Students holding a Fall/Winter GA, while also receiving a Base Funding Package will hold their GA as part of their funding.

### Teaching Assistantships

Teaching Assistantships (TAs) are supervised and mentored by an OISE faculty member. TAs are given opportunities to assist in teaching and course activities, including; lecturing, facilitate class discussions, organizing group work. TAs may also gain experience in student evaluation and supervision of students in the field. TAs are unionized positions represented by CUPE 3902, Unit#1. As a CUPE3902, Unit #1 member, you will have access to benefits, including a Top-up Health and Dental Plan.

Note: Students holding a Fall/Winter TA, while also receiving a Base Funding Package will hold their TA as part of their funding.

### Research and Development Graduate Assistantship (R&D GA)

Research and Development Graduate Assistantships (R&D GAs) are placements for students engaged in research and/or field development projects contributing to their academic and professional development.

Note: Students holding a Fall/Winter R&D GA, while also receiving a Base Funding Package will hold their R&D GA as part of their funding. R&D GAs are unionized positions represented by CUPE 3907.

## Course Instructor (CI)

Course Instructors (CIs) are graduate students or post-doctoral fellows hired to teach and lead course activities. CIs are responsible for preparing courses material, lecturing, as well as supervising and evaluating student performance.

Note: Students holding a Fall/Winter CI, while also receiving a Base Funding Package will hold their CI as part of their funding. CIs are unionized positions represented by CUPE 3902, Unit #1

## Financial Assistance Programs

### OSAP (Ontario Student Assistance Program)

The Ontario Student Assistance Program (OSAP) is a government financial aid program that assists eligible Ontario residents attending university through a combination of loans and grants. Students from outside Ontario who are Canadian citizens, permanent residents or protected persons may be eligible for financial assistance from their provincial or territorial governments.

**2020-21 OSAP Applications became available starting May 2020 on the [OSAP website](#).**

**Returning Students:** To be eligible for Tuition Fee Deferral, students should apply by May 31, 2020.

**New Students:** Apply for OSAP by the middle of June, 2020.

#### **Application processing time**

OSAP processing time can vary from 3 to 8 weeks depending on the time of the year and the nature of the student's application. Errors, outstanding documents, and missing information related to the student's application can lengthen the processing time, so apply early.

#### **Loan status**

Students can check the status of their loan processing by logging in to the website of the [National Student Loans Service Centre](#) or by phone at 1-888-815-4514.

#### **Application deadline**

The deadline for submission of an OSAP application is 60 days prior to the end of the study period (for two terms). For a one term enrolment the application deadline is within the first 30 days after the start of classes.

NOTE: Part-time students can apply for OSAP support to help cover the cost of tuition.

### Professional Masters Financial Aid (PMFA)

Once OSAP assesses financial need and awards assistance to students up to their maximum allowed, students may have an "Unmet Financial Need".

For **full-time students in MEd, Master of Teaching or MA-Child Study and Education programs**, any assessed need which remains unmet above the OSAP maximum, is expected to be covered by a combination of non-repayable grants from the University of Toronto [OISE's Professional Masters Financial Aid (PMFA)] and other forms of loans or lines of credit.

**Full-time students who are Ontario residents and receiving OSAP are automatically considered for PMFA.** Students will be notified in the fall of any grant for which they may qualify.

The PMFA covers a portion of this unmet financial need as assessed by OSAP. Students are expected to cover the remainder by other means. To assist students in covering this unmet need, students have the option of borrowing funds from Scotiabank the ScotiaLine for Students.

Students interested in the lending products offered by Scotiabank should contact the Queen and McCaul Branch, Georgios Stathopoulos at [georgios.stathopoulos@scotiabank.com](mailto:georgios.stathopoulos@scotiabank.com) or 416-866-3940 ext. 4209 to set up an appointment.

Students admitted to Professional Masters programs will be encouraged to apply for the Scotiabank Line of Credit before the beginning of school in September as part of financial planning for their studies.

Note: Out-of-Province students can apply for UTAPS (see below) through a new online process. The application can be found at the U of T website under [UTAPS Application Procedure for Current U of T Students](#).

## University of Toronto Advance Planning for Students (UTAPS)

This is a grant awarded to full-time students in EdD and PhD and research MA programs whose financial need exceeds the OSAP maximum. Students who are Ontario residents do not need to apply as they will be considered automatically if they receive OSAP. Out-of-Province students can apply for UTAPS through a new online process. The application can be found at the U of T website under [UTAPS Application Procedure for Current U of T Students](#).

## OISE Bursary Program

This program provides non-repayable grants to full-time OISE graduate students who have unanticipated personal living expenses and education related expenses. For information about eligibility or to apply, visit: [www.uoft.me/oisebursary](http://www.uoft.me/oisebursary)

## 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.

For further information about financial assistance options, contact:  
Email: [oise.financialaid@utoronto.ca](mailto:oise.financialaid@utoronto.ca)

# Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS), as the hub of OISE, is often the first and last point-of-contact for many clients and serves and supports diverse future and current students removing barriers and obstacles to facilitate a positive experience.

The ORSS delivers student-centred, community-focused and integrated services in an environment of mutual respect that attracts, supports and engages students. Collectively we make the ORSS an inviting and a great place to work, learn and grow.

At the ORSS, community members are able to request, receive, and retrieve a wealth of information that they need: viewbooks, application, admission, digital forms, course registration, student record management, account information, fee payments, financial advice, bursaries, scholarships, awards, OISE Bulletin, counseling, referrals, well-being, accommodations, student communications, career services, OISE Student Success Centre, professional development, convocation and much more. We promote equitable access to academic and professional development programs and to financial and personal services beneficial to diverse student success. We protect the integrity of academic records, we guard the value of OISE degrees, we support the success and wellness of students and we collaborate across divisions.

Information regarding resources and programming can be found at the [ORSS website](#).

Information on all major University of Toronto student services and facilities is available at University of Toronto's [Student Life website](#).



# Publication Updates

Since the publication date of July 2020, the following updates have been made:

## Curriculum, Teaching and Learning

- CTL7084H: Issues in Numeracy was previously listed with 0.5 credit value. This has been corrected to 0.25 credit value.
- CTL7085H: Issues in Literacy was previously listed with 0.5 credit value. This has been corrected to 0.25 credit value.
- CTL7086H: Curriculum and Teaching in Music and Dance was previously listed with 0.5 credit value. This has been corrected to 0.25 credit value.

*(Updated, August 4, 2020)*