

UNIVERSITY OF TORONTO

Brief for the Periodic Appraisal

of the

Collaborative M.A./M.Ed./Ed.D./Ph.D. Degree Program

in

Comparative, International and Development Education

Submitted to the

Ontario Council on Graduate Studies

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1 Introduction and Rationale

1.1 Core Argument

The Collaborative Program in Comparative, International and Development Education (CIDE) was initially proposed within OISE/UT in the Spring of 1996. It was formally approved by OCGS in the Spring of 1998 and became operational starting in the 1998-99 academic year. This new program has rapidly become very successful, attracting applications and new enrolments in numbers well beyond our initial expectations/hopes. It has also achieved a very high level of internationally recognized academic quality, easily ranking among the top programs in its field in the world.

Ensuring the future of this program is extremely important to the overall international standing of the Ontario Institute for Studies in Education at the University of Toronto. Most research intensive Faculties of Education ranked among the top ten internationally have devoted considerable resources to their Comparative, International and Development Education programs, in part to ensure the cosmopolitan and competitive nature of their overall standing internationally. Our goal is to see the Collaborative Program in Comparative, International and Development Education continue to rank alongside existing programs at Harvard, Stanford, Columbia, and the Universities of London, Stockholm and Hong Kong. This goal is in keeping with the broader emphasis placed by the University of Toronto in its current academic planning process on 1) interdisciplinarity, and the use of collaborative programs as a means to achieve it; 2) further “internationalizing” the programs and student cohorts of the university; and 3) developing research and teaching programs which are of world-wide repute.

Following the School of Graduate Studies' policy for collaborative programs, an extensive and detailed report on the progress of the CIDE Program was submitted in January 2002. This report was considered by a Decanal Review Committee, which also sought its own independent sources of information regarding the program. The Review Committee's Report was strongly positive. It concludes, "...the collaborative program in Comparative, International and Development Education has been an enormously successful program, which has already surpassed the (high) expectations of its initiators. We recommend unhesitatingly that it should be continued for another five years." Drawing upon this, a motion recommending continuation of this program for another five years was placed on the agenda of the School of Graduate Studies Council meeting of May 21, 2002. It was passed unanimously and the director and involved faculty were commended for the success of the Program. This current 2003 report to OCGS can be read as an up-dating and reformatting of that earlier report (see Appendix VI).

In a more recent external evaluation of the Department of Curriculum, Teaching and Learning (CTL) completed and submitted in early 2003, (CTL contains many of the core faculty, courses, and participating programs in this Collaborative Program) the reviewers noted the following, "Several of its [CTL's] programs rank among the very best internationally; the Second Language and *the Comparative, International and Development Education Programs are world-class graduate and research programs...*" (Emphasis added). The Second Language Education Program is one of the major contributors to this Collaborative Program, thus a good example of building upon complementary strengths in cross-disciplinary and internationally very strong graduate program development.

After only a few years of full-scale operation (although it built upon years of early program development work) the Collaborative Program in Comparative, International and Development Education is one of the largest collaborative programs within the University of Toronto (certainly within the Social Sciences). It directly addresses the need for the internationalization of research and teaching at OISE/UT. The recent internal and external evaluations highlighted above suggest that the long-term process of program creation, nurturing and development that began many years ago at OISE has now come to fruition. The pages following will flesh out that history and note where we plan to go next.

1.2 The Background

Some early history will be useful in providing a context for the growth within the past few years. Starting in the mid-1970s there was, within OISE, a small “interdepartmental focus” in Comparative and International Education. As faculty strength and student interest in this area grew, this became an “interdepartmental graduate specialization” (these terms reflect the policies of the time) in the early 1980s, which included the OISE departments of Adult Education, Sociology in Education, and Higher Education, as they were then known. The specialization attracted a modest but steady flow of new students - on average about 10 to 15 new enrolments per year. It seemed clear to the faculty involved in this informal arrangement that there was potentially a much larger student demand available if a more formalized program could be developed.

In the course of the massive departmental and program reorganization attendant to the 1996 merger of the former OISE and Faculty of Education at the University of Toronto (FEUT)

the new Department of Curriculum, Teaching and Learning (CTL) was included, adding a Curriculum Program and Teacher Development base to the specialization. An additional effect of the merger was to bring to the new institution several faculty from FEUT with strong backgrounds and interests in comparative, international and development education who had not previously been able to be heavily involved in graduate studies. At the same time a proposal was developed for a new collaborative program in the comparative, international and development education field, which was submitted internally in spring, 1996. As noted above, this proposal was approved by OCGS in the Spring of 1998 and the Collaborative Program became operational in the 1998-99 academic year. By that time the admissions cycle for 1998-99 was essentially completed. Although we had not advertised the new Collaborative Program in advance of its approval, the possibility that it would come into existence had begun to spread by word of mouth, resulting in an increase in new enrolments. The 19 new students (up from 10 and 11 in the two previous years), who had been admitted and enrolled in the pre-existing specialization, were transferred upon their arrival into the newly established Collaborative Program. The new Collaborative Program was announced in the OISE/UT Graduate Studies Bulletin, and the University of Toronto Graduate Studies Bulletin for 1999/00. This brought in a flow of applications and new enrolments far larger than we had anticipated (or even imagined!). The growth in new enrolments, by degree program, is traced out in Tables 1, 2 and 3 below.

It now appears that after a few years of very steep growth in applications and new enrolments, these seem to be stabilizing at about 160-70 applications per year and an annual cohort of new enrolments around 30. The faculty resources available to the Collaborative Program, and the number of collaborating programs participating in the Collaborative Program,

have also increased markedly during these first years. The Collaborative Program began with ten core faculty; it now includes seventeen core faculty and sixteen “supporting” faculty. Originally there were four collaborating programs involved; currently there are nine.

At present, plans are well underway for a change of leadership in the collaborative program. Several of the original core faculty members have retired or will be retiring in the next few years, including the Director, J. Farrell. At the same time, new hiring since the program began and expansion of the total number of faculty and programs involved, has provided new faculty resources and new thematic interests to the Collaborative Program such as educational administration and policy, civic education and conflict resolution, and globalization and governance in the field of education. Reshaping the Collaborative Program to accommodate those faculty resource changes has been a major task over the past year, and will continue through the next year. These changes are reflected in this report. The original purpose for this Collaborative Program, in 1996, was developed at a time when the two predecessor institutions (FEUT and OISE) were in the process of merging their faculty and programs. Much was unclear then about how various graduate programs would eventually develop and which faculty members would end up where programmatically. Nonetheless, at that time, things were clear enough to propose for OCGS approval a Collaborative Program in Comparative, International and Development Education (CIDE) which would link together the following graduate programs: Adult Education, Teacher Development, Sociology in Education, and Higher Education. That was the original proposal, which was eventually approved by OCGS in Spring 1998. In the ensuing years, as faculty destinations among programs and departments firmed up, the academic

interests and strengths of the faculty from the former FEUT became evident, and new faculty were hired, additional graduate program linkages with this new Collaborative Program became obvious and were pursued based upon student demand and emerging faculty strengths. During the academic year after this new Collaborative Program was approved by OCGS a variety of questions and issues arose about how best to administer such a program, in a rapidly developing and evolving environment. Consequently a long series of meetings were convened involving OISE/UT registrarial officials, graduate studies liaison officers from the involved departments, the administrative staff for the new Collaborative Program, and the University of Toronto School of Graduate Studies staff. One of the outcomes of those meetings was an agreement that, given the situation, the addition of “new” collaborative programs from year to year would be handled in “provisional” or “interim” fashion pending final approval by OCGS within the periodic approval process. Thus, in the list of Collaborating Programs noted below a distinction is made between “originally approved” and “new” collaborating programs. We are herewith requesting approval of both the “originally approved” and thus continuing, and the “new” collaborating programs. In addition, it is worth noting that a strong effort is underway to draw in individual faculty resources from other related graduate programs across campus (i.e. development studies, comparative politics, economics, and geography). Moreover, a strong collaborative relationship is being developed with the Munk Centre for International Studies. Expanding those broader university-wide linkages is a major priority for the next few years.

The following graduate departments, and graduate programs within them, are linked to this Collaborative Program. In each program students may pursue M.Ed., M. A., Ed.D and Ph.D. degree programs linked with the Collaborative Program.

Department of Adult Education and Counseling Psychology

Program: Adult Education¹

Department of Curriculum, Teaching and Learning

Programs: Curriculum²
Measurement and Evaluation²
Second Language Education²
Teacher Development¹

Department of Sociology and Equity Studies in Education

Program: Sociology in Education¹

Department of Theory and Policy Studies in Education

Programs Educational Administration²
Higher Education¹
History and Philosophy of Education²

1 – Originally proposed

2 – New Collaborative Program linkage

2. Objectives and Added Value

Comparative, International and Development Education is a well-established field of educational enquiry and practice with well over a century of history in universities throughout the world. It has the usual appurtenances of a firmly established academic field – specialized national and international journals; national, regional and international scholarly societies (there are currently 28 such societies around the world linked together through the World Council of Comparative Education Societies); and a large number of graduate programs around the world devoted wholly or in part to the advancement of scholarship and applied work in the field. It is an inherently interdisciplinary field drawing heavily upon, and contributing to, the literatures of the various comparative social science disciplines and the literature of educational theory and

practice as developed in all regions of the world. It is a field which combines the academic/scholarly study and comparison of education in its various forms throughout the world with “applied” work attempting to use that comparative knowledge to improve educational policy and practice in nations rich and poor (and to criticize and correct all-too-common careless and poorly-informed use of comparative information -- as in the use of cross-national league-table results of international testing regimes to justify local educational policy changes).

From its beginnings in the mid-1960s, OISE/UT has had a strong presence in this field. Several of the founding department chairs had strong records of comparative study and applied work, including Professors Robert Jackson, Cicely Watson and Roby Kidd. Many of the new faculty hired in those early years had doctorates in Comparative, International and Development Education and/or extensive histories of international and comparative work. From the very beginning OISE was a highly “internationalized” university faculty, long before this became an important objective of major universities. Three of the core faculty members in our program have served as President of the largest international scholarly society in our field, the Comparative and International Education Society (CIES): professors Farrell, Wilson and Hayhoe. We have hosted the annual meetings of that society three times, more than any other graduate institution in North America, in 1975, 1986, and most recently in 1999 when approximately 1000 scholars and students from more than 50 nations gathered in OISE/UT for six days of meetings. In addition, Professor Wilson recently completed his second term as President of the World Council of Comparative Education Societies.

Thus, the proposal in 1996 and the approval/establishment in 1998 of this Collaborative Graduate Program in Comparative, International and Development Education did not represent the establishment of a new academic endeavour but rather the culmination and solidification of a long tradition. Given the local institutional history, and the inherently interdisciplinary nature of the field, the Collaborative Program rubric was a natural and obvious way to go when it became clear in 1996 that we had the resources and the potential student demand to develop a formalized program in this area. The scope and aims of this Program are well captured in the following brief quotation from the OISE/UT Graduate Studies Bulletin,

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed nations, from a variety of theoretical perspectives. This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. (2003/04 edition, p. 158)

One of the distinguishing features of this program is the admission requirement that students must have at least one or two years of professional experience (operationally defined as post-undergraduate degree) in a cross-cultural environment. Students themselves thus bring to the program solid experience working professionally in education in places and cultural situations far removed from urban southern Ontario or similar situations. (For example, the 15 students in the Fall of 2002 offering of our required introductory course brought to that course serious professional experience from 18 different nations.) This broad and rich collective mix of experience in each new student cohort adds immensely to the learning of all involved.

It is clear from conversations with prospective students, students in the program, and graduates, that both the learning and the certification provided by this program are key to their career aspirations and destinations. M.Ed. students are rather evenly divided among two categories of career destinations: 1) teaching in primary/secondary schools or adult education programs in Canada, using their own international professional experience and the knowledge gained from the program for global education positions or, 2) international teaching or development work. In addition three recent M.Ed. graduates are applying to doctoral programs, and preparing Qualifying Research Papers to this end.

The M. A. applicants, students and graduates are primarily interested in proceeding on to doctoral studies, either directly or after further international project work. Of the graduates from this degree program thus far, most either are in or applying for doctoral programs, with a few in international development work positions before applying for a doctoral program.

Ed.D. and Ph.D. students are almost evenly divided between those who wish to pursue academic careers in universities and those who wish to pursue careers in senior management or program analysis positions in international development agencies or non-governmental organizations (or work as private consultants in this field). Since the program is relatively new, there are only four doctoral graduates to date. Among them, two are in academic posts, one is in an international organization/consulting position and one who successfully defended his thesis on May 5, 2003 and is applying for both academic and international organization positions. One of

these graduates received two of the highest honours available for his dissertation work - the award of best Ph.D. thesis of the year by both the American Educational Research Association and by the U.S. based Comparative and International Education Society in 2002.

We have been able to keep rather careful track of our graduates and their post-program careers. All note that the common learning experiences in this program, (eg. the required introductory course, the basic courses and the seminar series) and the certification it provides, have been very important in their ability to proceed in their careers after they have graduated. In addition to their “home” field of specialization, they acquire a solid common grounding in the literature of comparative, international and development education. The value added – both in terms of research training and professional advancement -- is a major factor in explaining the very high level of application to this Collaborative Program.

3. Admission Requirements

The admission requirements for this Collaborative Program are clearly stated in the OISE/UT Graduate Studies Bulletin as follows:

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests...In addition to meeting the minimum OISE/UT requirements...and departmental requirements as outlined elsewhere in this Bulletin, applicants to this Collaborative Program are ordinarily expected to have had at least one to two year's experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults). (p. 159 of the 2003/04 edition)

Operationally, the phrase “experience working/living” means professional work (on a paid or volunteer basis) after receipt of the undergraduate degree. After applicants are admitted to the home program/department their files are reviewed by the Collaborative Program for suitability in terms of this professional experience requirement and the match of their background and interests to the faculty resources available to the program.

4. Program Requirements And Common Learning Experiences

Appendix I provides the full details of the Collaborative Program requirements, both course and non course, and a listing of the required, core and specialization courses. These requirements are in addition to the home department/program requirements. However, the Collaborative Program course list and requirements have been developed, and spread throughout the collaborating programs/departments such that in most cases, with careful course choice, students can meet both the home and collaborative program requirements without having to take courses beyond the number specified for their degree program. The course requirements are designed to ensure that all students will acquire a solid basic foundation in the core literature of Comparative, International and Development Education, while being able to pursue their specialized academic/professional interests from a comparative and international perspective. The doctoral course and non-course requirements are designed to build upon the Master’s level learning experiences. The required introductory course CTL 6000: Introduction to Comparative, International and Development Education and the core courses, are offered every year (the introductory course is offered twice per year to accommodate the high student demand), and the various specialization courses are also offered regularly (in most cases every year; in a few cases

every other year). In cases where a thesis or Master's research paper is required it must be relevant to the focus of the Collaborative Program.

There are a variety of other non-course activities for establishing a shared intellectual activity among the students and faculty from the various departments/programs. There is a regular Seminar Series that meets every Monday at Noon for 90 minutes, in the CIDEDEC Lounge, during the regular teaching terms, and irregularly during non-teaching periods. Included in this series are presentations by visiting professors and development practitioners as well as presentations by students and faculty regarding their research results and practical field experiences. Announcements regarding these are generally handled via our electronic list-serve that we call the CIDEDEC-list. This list has proven to be a very important part of the academic life of the Collaborative Program. In addition to announcements (jobs, grants, seminars, other events, etc.) it regularly includes education news from around the world and academic discussions among members. All of the current students and core faculty members are involved. It has also proven to be a very effective means of allowing our graduates, and students who are away on international fieldwork, to maintain contact with, and contribute to, the intellectual life of the Program. This list-serve also has a worldwide subscription/membership of over 230 colleagues in our field. Discussions and materials from the list which are not of purely local/immediate interest are re-disseminated through an international list-serve based in the Comparative Education Research Centre of the University of Hong Kong. Another informal resource for the Program is the CIDEDEC Resource Centre which houses an eclectic variety of material regarding comparative and international education and also provides electronic contact with a very large array of databases and web sites related to education around the world. It is

used by students from all of the collaborating programs and is maintained by a group of student volunteers and Graduate Assistants.

Core elements of these non-course activities are currently being brought together in a new interactive web site which went live in late Spring, 2003. Resources from a Canada Foundation for Innovation Grant are being used to develop a stronger database of faculty and student research, and to build a virtual research environment to enhance stronger international collaborations. These mechanisms all help to establish and maintain a sense of intellectual community and commonality among a large group of faculty and students spread across four departments and nine programs (and at any given time across much of the world).

5. Completion Of Program Requirements

All students enrolled in the CIDE Collaborative Program must complete the requirements of the Collaborative Program in addition to those requirements for the degree program in their home graduate unit. The Collaborative Program Director in conjunction with the Program Committee (see Memorandum of Agreement) is responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit is solely responsible for the approval of the students' home degree requirements.

6. Participation of Home Graduate Programs

Appendix II provides a list of the graduate faculty members from the collaborating graduate programs involved in this collaborative program. They are listed in two categories: “core faculty” and “supporting faculty.” All are members of the graduate faculty. Almost all teach courses in the “core” or “specialization” course lists and all have international/comparative research and/or development/training experience sufficient to provide thesis supervision support and participate in the common learning experiences noted in Section 4 above. The distinction between the two groups relates to the degree and depth of their involvement in the field of comparative and international education. For the core faculty this is a major aspect of their academic work. For the supporting faculty members work in this field, while strong, is not as central. If a student’s program involves a thesis it is expected that a core faculty member in the student’s home graduate unit will be involved in the thesis supervision. Almost all core and supporting faculty participate actively in the program each year, through course teaching and/or thesis supervision (if core faculty). Some faculty members are less active in some years but remain available to interested students. It will be noted from Appendix 2 that students in this collaborative program have an extensive array of faculty resources upon which to draw - seventeen core and sixteen supporting faculty.

7. Administration

This Collaborative Program has an approved Director. It also has a Program Committee composed of a faculty representative from each participating graduate unit. The Program Committee initiates and recommends the appointment of a new Director to the Dean of SGS, after consultation with chairs/directors of participating graduate units and with the current collaborative program Director. The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs. The initial term is normally three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the participating graduate unit chairs/directors and the approval of the Dean of SGS. The Director and the Program Committee are responsible for the approval of admissions to the collaborative program, and are responsible for approving the completion of collaborative program requirements, including the granting of the collaborative program designation. The Committee and Director also recommend changes to the program, as required.

Professor Joseph P. Farrell has been the Director of this Program since its inception. He will be retiring in June 2005. Professor Karen Mundy, a doctoral graduate from the predecessor “specialization” to this Collaborative Program, and a recent faculty member at Stanford University, has been designated to act as co-director of the Program over the next two years, and thereafter will take over the Directorship in total. Professor Mundy brings with her a Canada Research Chair position and a Canada Foundation for Innovation infrastructure grant, which will be used in part to support future programmatic development.

Co-Directors:

Professor Joseph P. Farrell
Curriculum Program, Department of Curriculum, Teaching and Learning
Cross-appointed to the Adult Education Program
Co-Director: 2003/04 -2004/05

Professor Karen Mundy
Adult Education Program, Department of Adult Education and Counseling Psychology
Cross-appointed to: The Department of Curriculum, Teaching and Learning
The Department of Theory and Policy Studies (each at OISE/UT)
The Centre for International Studies at the MUNK Centre of the
University of Toronto.
Co-Director: 2003/4- 2004/05. (Director 2005/06 to 2008/9)

Program Committee

Professor Daniel Schugurensky, Adult Education Program
Professor Kathy Bickmore, Curriculum Program, Sociology in Education Program
Professor Alister Cumming, Second Language Education Program
Professor Grace Feurverger, Teacher Development Program
Professor Richard Wolfe, Measurement and Evaluation Program
Professor George Dei, Sociology in Education Program
Professor Ruth Hayhoe, Higher Education Program
Professor Steven Anderson, Educational Administration Program
Professor John Portelli, History and Philosophy of Education Program

8. Resource Issues

Since its inception this Collaborative Program has been managed and administered through the Comparative, International and Development Education Centre, using its existing base income, including administrative budget, meeting, work and lounge spaces, Resource Centre, and Administrative Assistant, plus Graduate Assistants and student volunteers from the various collaborating departments/programs. The collaborating departments/programs routinely contribute the needed faculty resources for course teaching and other faculty support requirements, as these courses and other contributions are part of their normal faculty

programming. In future it is expected that the newly authorized, but not yet established, Centre for Global Governance and Comparative Educational Change, funded by the Canada Foundation for Innovation and headed by Professor Mundy, will work alongside the existing CIDEC centre and enhance its core activities. A small base grant from the Dean of the Faculty of Education has provided core administrative and organizational support. No new resources from the collaborating departments/programs are required for the continuing operation of this Collaborative Program.

9. Registration Information/Enrolment Projections

Tables 1 through 6 provide the required information regarding total registrations, new enrolments, and program completions by collaborating program, for each year since this Program began in 1998/99, for M.Ed., M.A. and Doctoral students (while there are a few Ed.D. students in the program they are so few in number that for space economy sake we have here included them with the much larger group of Ph.D. students under the general classification of Doctoral students.)

As noted in Section 1 above, demand for this Collaborative Program and new enrolments grew rapidly during the first few years, and now seem to have stabilized at roughly 160-70 applicants per year and roughly 30 new enrollees per year. Given the resources available to us, this level of new enrolments is what we expect to be able to accommodate over the next several years. Since the demand is very high, if there were more resources available we could accommodate more new students per year, but realistically 30 or so per each entering cohort

appears manageable and predictable. Given new thesis student funding policies and budgetary restrictions implemented this year within OISE/UT, and the results to date of this year's applicants/admissions for 2003/04, it appears that there will be over the long term a small shift in the distribution of new registrants in the various degree programs over the next several years. At the Master's level there will be somewhat fewer M.A. students and somewhat more M.Ed. students, and at the Doctoral level there will be a slight shift from Ph.D. to Ed.D. enrolments. Overall, it seems likely that we will have annual student intakes roughly as: M.Ed.: 15; MA: 10; Doctoral: 5. Since the demand for the Collaborative Program is so high we are in the position of being able to a large degree to control the admissions flow in relation to the resources available to us; thus these numbers can be seen not so much as predictions but rather as easily achievable targets for enrolments. (See Table 7)

With reference to progress to completion we can note the following. Among the Master's level students, just under half are studying part time. Their time to completion necessarily varies a great deal. Among the earliest enrollees in this category, four completed within two to three years; most are requiring three to four years. Among the full time Master's students the modal time to completion is eighteen months to two years. It should be noted that most of the M.A. students, and a significant portion of the M.Ed. students, include international thesis field research or practica in their programs. Given that the program began in 1998/99, few doctoral students have yet graduated although many of the earlier cohort are nearing completion. Of the four doctoral graduates thus far, one completed in three years, the others in four years. Of those still in the program but at or beyond the thesis proposal stage, most plan to complete in either

four or five years, depending upon the logistics for and length of their international thesis field research.

In sum, this program is attracting very high levels of application. Currently the program can admit about 20% of those who apply. A consequence is that the involved faculty are able to be highly selective in terms of prospective student quality. This in turn is reflected, among other things, in the steady and rapid movement through their degree programs (especially considering that most included an international field component) and once graduated their quick employment in excellent positions related to their studies here.

**Table 1: M.Ed. Students
Registrations in Participating Programs for Past Seven Years (New Registrants)**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	1 (1)	3 (3)	5 (2)	10 (5)	10 (0)
CTL	N/A	N/A					
Curriculum			4 (4)	10 (8)	19 (11)	16 (3)	17 (4)
Second Language Education	N/A	N/A	1 (1)	2 (1)	3 (1)	6 (4)	7 (1)
Teacher Development	N/A	N/A	1 (1)	1 (0)	1 (0)	1 (1)	2 (2)
SESE	N/A	N/A	1 (0)	1 (0)	3 (2)	9 (6)	10 (1)
TPS	N/A	N/A					
Higher Education	N/A	N/A	1 (0)	1 (0)	1 (0)	2 (1)	3 (1)
History and Philosophy	N/A	N/A	1 (0)	1 (0)	1 (0)	1 (0)	2 (1)
TOTAL	N/A	N/A	10 (7)	19 (12)	33 (16)	45 (20)	51 (10)

**Table 2: M.A. Students
Registrations in Participating Programs for Past Seven Years (New Registrants)**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	1 (1)	1 (0)	1 (0)	1 (0)	2 (2)
CTL	N/A	N/A					
Curriculum			7 (7)	17 (10)	17 (7)	20 (6)	20 (6)
Second Language Education	N/A	N/A	0 (0)	1 (1)	2 (4)	4 (3)	6 (2)
Teacher Development	N/A	N/A	1 (1)	1 (0)	0 (0)	0 (0)	0 (0)
SESE	N/A	N/A	0 (0)	0 (0)	2 (2)	5 (3)	5 (2)
TPS	N/A	N/A					
Higher Education	N/A	N/A	0 (0)	0 (0)	1 (1)	2 (1)	3 (1)
History and Philosophy	N/A	N/A	0 (0)	0 (0)	0 (0)	1 (1)	2 (1)
TOTAL	N/A	N/A	9 (9)	20 (11)	23 (11)	33 (14)	38 (14)

**Table 3: Doctoral Students
Registrations in Participating Programs for Past Seven Years (New Registrants)**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	1 (1)	1 (0)	1 (0)	1 (0)	1 (1)
CTL	N/A	N/A					
Curriculum			3 (3)	12 (9)	15 (3)	17 (3)	19 (3)
Second Language Education	N/A	N/A	0 (0)	0 (0)	2 (2)	2 (0)	3 (1)
Teacher Development	N/A	N/A	0 (0)	3 (3)	5 (2)	6 (1)	6 (0)
SESE	N/A	N/A	0 (0)	0 (0)	2 (2)	3 (1)	3 (0)
TPS	N/A	N/A					
Higher Education	N/A	N/A	0 (0)	0 (0)	1 (1)	1 (0)	1 (0)
History and Philosophy	N/A	N/A	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
TOTAL	N/A	N/A	4 (4)	16 (12)	26 (10)	30 (5)	33 (5)

**Table 4: M.Ed. Students
Completions in Participating Programs for Past Seven Years**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	N/A	1	0	0	0
CTL Curriculum	N/A	N/A	N/A	2	3	6	3
Second Language Education	N/A	N/A	N/A	0	0	1	0
Teacher Development	N/A	N/A	N/A	0	0	0	0
SESE	N/A	N/A	N/A	0	0	0	0
TPS	N/A	N/A	N/A				
Higher Education	N/A	N/A	N/A	0	0	0	0
History and Philosophy	N/A	N/A	N/A	0	0	0	0
TOTAL	N/A	N/A	N/A	3	3	7	3

**Table 5: M.A. Students
Completions in Participating Programs for Past Seven Years**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	N/A	N/A	0	0	1
CTL Curriculum	N/A	N/A	N/A	N/A	7	4	6
Second Language Education	N/A	N/A	N/A	N/A	0	1	0
Teacher Development	N/A	N/A	N/A	N/A	1	0	0
SESE	N/A	N/A	N/A	N/A	0	0	2
TPS	N/A	N/A	N/A	N/A			
Higher Education	N/A	N/A	N/A	N/A	0	0	0
History and Philosophy	N/A	N/A	N/A	N/A	0	0	0
TOTAL	N/A	N/A	N/A	N/A	8	5	9

**Table 6: Doctoral Students
Completions in Participating Programs for Past Seven Years**

Participating Program	96-96	97-98	98-99	99-00	00-01	01-02	02-03
AECD	N/A	N/A	N/A	N/A	N/A	0	0
CTL Curriculum	N/A	N/A	N/A	N/A	N/A	1	2
Second Language Education	N/A	N/A	N/A	N/A	N/A	0	0
Teacher Development	N/A	N/A	N/A	N/A	N/A	0	0
SESE	N/A	N/A	N/A	N/A	N/A	0	0
TPS	N/A	N/A	N/A	N/A	N/A	0	0
Higher Education	N/A	N/A	N/A	N/A	N/A	0	0
History and Philosophy	N/A	N/A	N/A	N/A	N/A	0	0
TOTAL	N/A	N/A	N/A	N/A	N/A	1	2

Table 7:
Registrations Predictions for Next Seven Years (New Registrants)
By Degree

Degree	03-04	04-05	05-06	06-07	07-08	08-09	09-10
M.Ed.	55 (15)	50 (15)	30 (15)	58 (15)	58 (15)	58 (15)	58 (15)
M.A.	7 (10)	33 (10)	29 (10)	29 (10)	29 (10)	29 (10)	29 (10)
Doctoral	36 (5)	29 (5)	24 (5)	24 (5)	24 (5)	24 (5)	24 (5)

APPENDIX I

APPRAISAL BRIEF FOR THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

Program Requirements

Course Requirements: Master's Level

- CTL 6000 Introduction to Comparative, International and Development Education
- At least one other course from the CIDE list of core courses
- Two other core or specialization courses from the CIDE list of courses

Non-Course Requirements: Master's Level

- Regular participation in and attendance at the CIDE Seminar Series
- Preparation of a thesis, master's research paper or comprehensive paper (depending upon the requirements of the home department) which relates to and demonstrates master's level understanding of the research/theory base of CIDE as certified by a participating member in the home department.

Program requirements: Doctoral Level

- Required introduction: CTL 6000 Introduction to Comparative, International & Development Education if not already taken (or equivalent if transferring from another university)
- One core CIDE Doctoral level course
- Two other core CIDE or specialization Doctoral Level courses

Non-course Requirements: Doctoral Level

- Regular participation in and contribution to the CIDE Seminar Series (at least one major presentation to the seminar group related to the student's thesis research/development work in addition to regular participation).
- Development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member, who is also a member of the thesis committee, from the home department.

CIDE CORE COURSES

Required CIDE Course: Master's and Doctoral Level

CTL 6000 Introduction to Comparative, International and Development Education (Farrell)

Core CIDE Courses: Master's Level

AEC 1114 Comparative and International Perspectives in Adult Education (Shugurensky)
CTL 1312 Democratic Citizenship Education (Bickmore)
CTL 3015 Seminar in Second Language Literacy Education (Cummins/Cumming)
CTL 6002 Education and Social Development (Farrell)
CTL 6003 Comparative Education: The Development of Third World Education Systems (Wilson)
SES 1922 Sociology of Race and Ethnicity (Dei)
SES 1924 Modernization, Development and Education in African Contexts (Dei)
SES 1927 Global Economic Restructuring -- International Migration -- Immigration Policies (Canada, US, Germany) (Folson)
TPS 1016 School Program Development and Implementation (Anderson)
TPS 1019 Diversity and the Ethics of Educational Administration (Portelli)
TPS 1825 Comparative Higher Education, Part I (Hayhoe)

Core CIDE Courses: Doctoral Level

CTL 6801 Methodologies in Comparing Educational Systems (Wilson)
AEC 3104 Political Economy of Adult Education in Global Perspectives (Mojab/Schugurensky)
AEC 3131 Global Governance and Educational Change (Mundy)
SES 3950 Comparative Societies: Families, Schools, and the Socialization of Young People (Livingstone)
TPS 3020 Educational Change in the Postmodern Age (Bascia)
TPS 3810 International Academic Relations (Hayhoe)

CIDE SPECIALIZATION COURSES

Specialized CIDE Courses: Master's Level

AEC 1102 Community Development: Innovative Models (Quarter)
AEC 1145 Participatory Research in the Community and the Workplace (Ng)
AEC 1146 Women, Globalization and Citizenship (Mojab)
AEC 1180 Aboriginal World Views: Implications for Education (Staff)

- AEC 1181 Health, Healing and Knowledge of the Body: Education and the Self-Learning Process (Ng)
- CTL 2806 Evaluation of Educational Policies (staff)
- CTL 3008 Critical Pedagogy, Language and Cultural Diversity (Cummins)
- CTL 3009 Education for Linguistic and Cultural Minorities: Comparative Policy Analysis (staff)
- CTL 3018 Language, Planning and Policy (Labrie)
- CTL 4013 Teacher Development: Comparative and Cross-cultural Perspectives (Farrell)
- CTL 6001 The Planning, Implementation and Evaluation of Occupational Training – Institutions and Programs (Wilson)
- CTL 6797 Practicum in Comparative, International and Development Education (Staff)
- CTL 6798 Individual Reading and Research in Comparative, International and Development Education (Staff)
- CTL 6799 Special Topics in Comparative, International and Development Education (Staff)
- SES 1912 Foucault and Research in Education and Culture: Discourse, Power and the Subject (Dehli)
- SES 1925 Indigenous Knowledge and Decolonization: Pedagogical Implications (Dei)
- SES 1953 Teaching Conflict and Conflict Resolution: Politics and Practice (Bickmore)
- SES 1956 Social Relations of Cultural Production in Education (Walcott)
- SES 2999 Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education (Wane)
- TPS 1017 The Economics of Education (Lang)
- TPS 1020 Teachers and Educational Change (Bascia)
- TPS 1029 Multicultural and Diversity Policies in Comparative Perspective: Canada and the United States (Joshee)
- TPS 1047 Managing Changes in Classroom Practice (Anderson)
- TPS 1400 The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution (Levine)
- TPS 1402 History of Modern European Education (Staff)
- TPS 1415 The History of the Teaching Profession (Staff)
- TPS 1420 European Popular Culture and the Social History of Education I (Levine)
- TPS 1421 The History of Women and Education (Levine/Morgan)
- TPS 1422 Education and Family Life in the Modern World I (Levine)
- TPS 1425 Class Formation and its Relation to the Schools (Morgan)
- TPS 1430 Gendered Colonialisms, Imperialisms and Nationalisms in History (Staff)
- TPS 1434 Human Rights, Politics and Education (Staff)
- TPS 1435 Democracy and Education (Staff)
- TPS 1436 Modernity and Post-modernity in Social Thought and Education (Staff)
- TPS 1444 Human Rights and Education in an International Context (Staff)
- TPS 1448 Popular Culture and the Social History of Education (Morgan)
- TPS 1803 Recurring Issues in Post-secondary Education (Staff)
- TPS 1806 Systems of Higher Education (Jones)
- TPS 1820 Special Topics in Higher Education: East Asian Higher Education (Hayhoe)

- TPS 1826 Comparative Higher Education: Part II (Hayhoe)
 TPS 1829 Higher Technological Education and Training: A Comparative Perspective (Wilson)
 JPG 1509 Gender Planning and International Development (Rankin, Geography)

Specialized CIDE Courses: Doctoral Level

- AEC 3119 Global Perspectives on Feminist Education, Community Development & Community Transformation (Miles)
 AEC 3131 Special Topics: Post-Colonial Relations and Transformative Education (Ng)
 AEC 3131 Special Topics: Ethnography of Social Relations in Adult Education (Ng)
 AEC 3131 Special Topics: Citizenship, Learning and Participatory Democracy (Schugurensky)
 AEC 3132 Special Topics in Women in Development and Community Transformation (Miles)
 AEC 3138 Social Theories and Adult Education (Daniel Shugurensky)
 AEC 3140 Post-colonial Relations and Transformative Education (Ng)
 AEC 3179 Work, Technology and the Knowledge Economy (Mirchandani)
 CTL 3000 Education for Linguistic and Cultural Minorities: Comparative Policy Analysis (staff)
 CTL 6800 Controversial Issues in Development Education (Wilson)
 CTL 6997 Practicum in Comparative, International and Development Education (Staff)
 CTL 6998 Individual Reading and Research in Comparative, International and Development Education (Staff)
 CTL 6999 Special Topics in Comparative, International and Development Education (Staff)
 SES 3910 Advanced Seminar on Race and Anti-Racism Research Methodology in Education (Dei)
 SES 3914 Anti-Colonial Thought and Pedagogical Challenges (Dei)
 SES 3921 Language and Social Difference in Education: Comparative Perspectives (Heller)
 SES 3933 Theorizing Transnationality: Feminist Perspectives (Trotz)
 SES 3942 Innovations in Education: A Comparative Analysis (Farrell)
 SES 3943 Sociology of State Formation and Genealogies of Government (Dehli)
 SES 3952 Sexism, Racism and Colonialism: Pedagogical Implications (Staff)
 TPS 3017 Problems in the Finance and Economics of Education (Staff)
 TPS 3029 Educational Policy and Program Evaluation (Bascia)
 TPS 3423 Education and Family Life in the Modern World II (Levine)
 TPS 3447 Theories of Modernity and Education I (Staff)
 TPS 3806 Case Studies in Comparative Higher Education (Staff)
 JPE 400 The Political Economy of Development (Sandbrook/Indart, Politics)

APPENDIX II

APPRAISAL BRIEF FOR THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

Core and Supporting Faculty

AEC: Adult Education, Community Development and Counselling Psychology

CTL: Curriculum, Teaching and Learning

SES: Sociology and Equity Studies in Education

TPS: Theory and Policy Studies in Education

UT: University of Toronto

Core Faculty

Joseph Farrell, CTL, Co-Director

Karen Mundy, AEC, Co-Director

Stephen Anderson, TPS

Nina Bascia, TPS

Kathy Bickmore, CTL

Alister Cumming, CTL

George Dei, SESE

Grace Fuerverger, CTL

Rose Folson, SES

Ruth Hayhoe, TPS

Reva Joshee, TPS

David Livingstone, SES

Sharzhad Mojab, AEC

Daniel Schurgurensky, AEC

Dennis Theissen, CTL

David Wilson, CTL

Richard Wolfe, CTL

Supporting Faculty

Jim Cummins, CTL

Kari Dehli, SES

Glen Jones, TPS

Monica Heller, CTL

Dan Lang, TPS

Norman Labrie, CTL

David Levine, TPS

Angela Miles, AEC

Kiran Mirchandani, AEC

Jack Quarter, AEC

Paul Olsen, SES

Roxanna Ng, AEC

John Portelli, TPS

Alissa Trotz, SES

Ronaldo Walcott, SES

Njoke Wane, SES

Core Faculty Research Synopsis by Department/Program

ADULT EDUCATION AND COUNSELLING PSYCHOLOGY

Adult Education

Selected Publications by Sharzhad Mojab

Bannerji, H, Mojab, S. and Whitehead, J. (WEs.) (2001) *Of Property and Propriety: The Role of Gender and Class in Imperialism and Nationalism*. Toronto: University of Toronto Press. pp. 244.

Mojab, S. (2000) The Power of Economic Globalization: -Deskilling Immigrant Women Through Training, in Cervero, R. M. and Wilson, A. L. (Eds.) *Power in Practice: Adult Education and Struggle for Knowledge and Power in Society*. New York: Jossey-Bass. pp. 23-41.

Selected Publication by Karen Mundy

Mundy, K. (2002). Education in a Reformed World Bank. *International Journal of Educational Development*. 22(5). pp. 483-503.

Mundy, K. (2002). *Educational Reform in Sub-Saharan Africa: Paradigm Lost?* Westport: Greenwood Press.

Selected Publications by Daniel Schurgurensky

Schurgurensky, D. (2003). Higher Education Restructuring in the Era of Globalization: Toward a Heteronomous Model? Arnove, R. and Torres, C. (Eds.) *Comparative Education: The Dialectic of the Global and the Local, 2nd Edition*. Lanham: Rowman and Littlefield.

Schurgurensky, D. and Torres, C. (2002). The Political Economy of Higher Education in the Era of Neoliberal Globalization: Latin America in Comparative Perspective. *Higher Education*. 43 (4), 429-445.

CURRICULUM, TEACHING AND LEARNING

Curriculum

Selected Publications by Kathy Bickmore

Bickmore, K. (2001) Student Conflict Resolution, Power "Sharing" In Schools, and Citizenship Education. *Curriculum Inquiry*. Summer.

Bickmore, K. (2001) Enseñando Resolución de Conflictos por Medio de la Currícula Explícita y

Implícita, in Peiro, S. (Ed), *Violencia en el aula, curriculum y valores* Editorial Club Universitario. Alicante (España). Note: adapted from an earlier version in English, originally published in *Orbit* 29:4, 1999.

Selected Publications by Dennis Thiessen

Pardhan, Sadruddin and Thiessen, D. (2003). The Institute for Educational Development: A model for reform. In I. Farah and B. Jawarski (Eds.). *Partnerships in educational development. Cases of teaching development and school improvement in Pakistan, Bangladesh, East Africa and Central Asia*. London: Oxford University Press.

Thiessen, D., Bascia, N., and Goodson, I. (1996) (Eds.). *Making a difference about difference. The lives and careers of racial minority immigrant teachers*. Toronto: Garamond Press, 178 pages.

Second Language Education

Selected Publications by Alister Cumming

Cumming, A. and Dickson, P. (1996) *Profiles of Language Education in 25 Countries*. Slough, England: National Foundation for Educational Research.

Cumming, A. (2001) Learning to Write in a Second Language: Two Decades of Research, in Manchon, R. (Ed.) *Writing in the L12 Classroom: Issues in Research and Pedagogy. Special Issue Journal of English Studies*. 1, 2. pp. 1-23.

Comparative, International and Development Education

Selected Publications by Joseph P. Farrell

Farrell, J. P. (2002) The AKF Experience Compared to Emerging Alternatives to Formal Schooling, in Anderson, S. (Ed.) *School Improvement in the Developing World: Case Studies of the Aga Khan Foundation Projects*. Amsterdam: Swets and Zeitlinger. pp. 124-160.

Farrell, J. P. (In Press) Equality of Education: A Half-Century of Comparative Evidence seen From a New Millenium, in Arnove, R. and Torres, C. A. (Eds.) *Reframing Comparative Education: The Dialectic of the Local and the Global*. 2nd edition. Rowman and Littlefield.

Selected Publications by David N. Wilson

Wilson, D. (2001) Reform of TVET for the Changing World of Work. *Prospects, Vol. XXXI.*,

No. 1. pp. 21-37.

Wilson, D. (2003) Workforce Education in J. Keeves and R. Watanabe (eds.) *International Handbook of Educational Research in the Asia Pacific Region*. (319-332) London: Kluwer.

Teacher Development

Selected Publications by Grace Feuerverger

Feuerverger, G. (2001) *Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel*. London: Routledge. pp. 235.

Abu Rabia, S. & Feuerverger, G. (1996) Towards Understanding the Second Language Learning of Arab Students in Israel and Canada: The Relationship of Attitudes and Cultural Background to Reading Comprehension, in *Canadian Modern Language Review*, 52 (3). pp. 359-385.

Measurement and Evaluation

Selected Publications for Richard Wolfe

Schmidt, W., McKnight, C., Houang, R., Wang, H.C., Wiley, D. Cogan, L, and Wolfe, R. (2001) *Why Schools Matter: A Cross-National Comparison Of Curriculum And Learning*. San Francisco, Jossey-Bass.

Wolfe, R. (1999) Measurement obstacles to international comparisons and the need for regional design and analysis in mathematics surveys Chapter 15, in Kaiser, G., Luna, E and Huntley, I. *International Comparisons in Mathematics Education*. Falmer Press. pp 225-240.

THEORY AND POLICY STUDIES IN EDUCATION

Educational Administration

Selected Publications by Stephen Anderson

Anderson, S. (1997) Understanding Teacher Change: Revisiting the Concerns Based Adoption Model. *Curriculum Inquiry* 27(3). pp. 331-367.

Anderson, S. (Ed.) (2002) *Improving Schools Through Teacher Development: Case Studies of the Aga Khan Foundation Projects in East Africa*. Amsterdam: Swets and Zeitlinger.

Selected Publications by Nina Basia

- Bascia, N. (forthcoming, 2004) Triage or Tapestry: Teacher Unions' Contributions to Systemic Educational Reform, in Bascia, N. Datnow, A. and Leithwood, K. (Eds.) *International Handbook of Educational Policy*. The Netherlands: Kluwer Academic Press. pp. 24
- Bascia, N. (2001) Pendulum Swings and Sediment Layers: Educational Policy and the Case of ESL, in Portelli, J. and Solomon, P. (Eds.) *The erosion of the democratic tradition in education: From critique to possibilities*. Calgary: Detselig.

Selected Publications by Reva Joshee

- Joshee, R. (Forthcoming) Citizenship and Multicultural Education in Canada: From Assimilation to Social Cohesion, in Banks, J.A. (Ed.) *Citizenship education in ethnically diverse societies*. San Francisco: Jossey-Bass. (Anticipated publication October 2003)
- Joshee, R. (Forthcoming) A Framework for Understanding Diversity in Education in India. 'Race', *Ethnicity and Education*. (accepted for publication January 2003)

Higher Education

Selected Publications by Ruth Hayhoe

- Hayhoe R. (2002) Teacher Education and the University: A Comparative Analysis with Implications for Hong Kong, *Teaching Education*. Vol. 13, No. 1. pp. 5-23.
- Hayhoe, R. and Pan, J. (2001) Introduction: A Contribution to the Dialogue of Civilizations, in Hayhoe, R. and Pan, J. (Eds.) *Knowledge Across Cultures: A Contribution to the Dialogue among Civilizations*. Hong Kong: University of Hong Kong. pp. 1-24.

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Sociology in Education

Selected Publications by George Dei

- Dei, G. (2000) Local Knowledges and Education Reforms in Ghana. *Canadian and International Education*. 29(1). pp. 37-72.
- Dei, G. (1999) Education Reform Efforts in Ghana. *International Journal of Educational Reform*. 8(3). pp. 244-259.

Selected Publications by Rose Baba Folson

Folson, B. (Fall 2003) (Ed.) *Calculated Kindness: Canadian Immigration Policy in a Globalizing World*. Halifax: Fernwood.

Folson, B. (2002) Institutionalisierte Abhaengigkeit und berufliche Chancen von Migrantinnen aus dem Sueden in Deutschland, In Afrikanisch-Asiatische Studentenforderung e. V. Goettingen (Eds.), *Afirkaner und Asiaten in Deutschland - Multiplikatoren des Wissenschaftstransfer zwischen Sued und Nord*. Frankfurt/M.: IKO, pp. 133-161. [Institutional Dependency and Professional Advancement of Immigrant Women in Germany. *African and Asians in Germany: Scholarly Transfer between the South and the North*]

Selected Publications by David Livingstone

Livingston, D. (forthcoming) *Working and Learning in the Information Age: A Canadian Profile*. Ottawa: Canadian Policy Research Networks.

Livingston, D. (1999) *The Education-Jobs Gap: Underemployment or Economic Democracy*. Garamond Press and Westview Press.

APPENDIX III

**APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND
DEVELOPMENT EDUCATION**

Memorandum of Agreement

APPENDIX IV

**APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND
DEVELOPMENT EDUCATION**

NEW COURSES

Not applicable for this Program.

APPENDIX V

APPRAISAL BRIEF FOR THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

CALENDAR ENTRIES*

* These calendar and bulletin entries are for the academic year 2002/03. The Program as reported here, especially the addition of faculty and classes, will be reflected in the calendar entry for the next academic year.

OISE/UT Bulletin Entry

Collaborative Programs

Comparative, International and Development Education

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non- formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

Adult Education, Community Development and Counselling Psychology

- Adult Education Program

Curriculum, Teaching and Learning

- Curriculum Program

- Measurement and Evaluation Program

- Second Language Education Program

- Teacher Development Program

Sociology and Equity Studies in Education

- Sociology in Education Program
- Theory & Policy Studies in Education
- Higher Education Program
- History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDECE). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 18.

NOTE: Applicants are asked to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator (see below).

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 19- 24), and departmental requirements as outlined elsewhere in this Bulletin, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants are strongly advised to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education (CIDE) basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDECE Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

Core Courses

The following is a list of core courses offered by the collaborating departments. Masters level students are required to complete four CIDE core/specialization courses; the introductory course, CTL 6000 Introduction to Comparative, International and Development Education, one course from the core course list and two more course from the CIDE specialization and/or core courses. Doctoral students are also required to complete four CIDE core/specialization courses; the introductory course CTL 6000 Introduction to Comparative, International and Development Education, CTL 6801 Methodologies for Comparing Educational Systems and two courses from the CIDE specialization and core course list. The complete list of CIDE specialization courses is available from the Program Coordinator (see below).

AEC 1114 Comparative and International Perspectives in Adult Education
AEC 3131 Special Topics in Adult Education: Global Governance and Educational Change
CTL6000H Introduction to Comparative, International, and Development Education
CTL6002H Education and Social Development
CTL6003H Comparative Education: The Development of Third World Educational Systems
CTL 6801 Methodologies in Comparing Educational Systems
TPS 1825 Comparative Higher Education Part I
SES 3942 Innovations in Education: A Comparative Analysis

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" in addition to the degree from their OISE/UT department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: K. Mundy (AECDCP), S. Mojab (AECDCP), D. Schugurensky (AECDCP), J.P. Farrell (CTL), D.N. Wilson (CTL)G. Sefa Dei (SESE), D. W. Livingstone (SESE), C. P. Olson (SESE), R. Hayhoe, TPS, D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from the Program Coordinator:

Joseph P. Farrell

Program Coordinator

Comparative, International, and Development Education Centre (CIDECE)

Telephone: 416-923-6641 ext. 2361

E-mail: jfarrell@oise.utoronto.ca

OISE/UT CTL BULLETIN ENTRY:

Comparative, International and Development Education

Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 156 - 157) and the School of Graduate Studies Calendar. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator (See below). Perspective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:

Joseph P. Farrell

Program Coordinator

Comparative, International, and Development Education Centre (CIDECE)

Telephone: 416-923-6641 ext. 2361

E-mail: jfarrell@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Further details on courses and program requirements can be found in the collaborative programs section of this Bulletin (page ?)

CTL6000H Introduction to Comparative, International, and Development Education

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

J.P. Farrell and K. Mundy

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions And Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D.N. Wilson or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgement.

J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyze aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D.N. Wilson or staff

CTL6797H Practicum in Comparative, International and Development Education Program:

Master's Level Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.

Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.

Staff

CTL6799H Special Topics in Comparative, International and Development Education Program: Master's Level

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. NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.

Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.

D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education. Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.

Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.

Staff

CTL6999H Special Topics in Comparative, International and Development Education Program:

Doctoral Level

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. NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.

Staff

University of Toronto Calendar Entry

Comparative, International and Development Education (Collaborative Program) Graduate Faculty

Core Members

J. P. Farrell, BSc, PhD/Curriculum, Teaching & Learning

(Centre Head, Program Coordinator)

G. J. S. Dei, BA, MA, PhD/Sociology & Equity Studies in Education

R. Hayhoe, BA, MA, PhD/Theory & Policy Studies in Education

D. W. Livingstone, BA, PhD/Sociology & Equity Studies in Education

D. Misgeld, DPhil/Theory & Policy Studies in Education

S. Mojab, MEd, PhD/Adult Education, Community Development & Counselling Psychology

C. P. Olson, BA, MA/Sociology & Equity Studies in Education

D. Schugurensky, BEd, MEd, PhD/Adult Education, Community Development & Counselling Psychology

D. N. Wilson, BA, MSc, PhD/Curriculum, Teaching & Learning

Address:

J. P. Farrell

Collaborative Program Coordinator

Comparative, International and Development Education Centre (CIDECE)

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

252 Bloor Street West

Toronto, Ontario

Canada

M5S 1V6

Telephone: (416)923-6641 ext. 2361

Fax: (416) 926-4754

E-mail: jfarrell@oise.utoronto.ca

This Collaborative Program will interest Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems from which many

learners come in Canada's multicultural society. It will also interest international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. The interests of students and faculty in this program range from the development of teaching and learning programs and policies dealing with specific educational, social, and economic problems to studies of the role of organized learning in the development of large social systems. Faculty experience and interests permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

The Program is available to students enrolling in the M.Ed., M.A., Ed.D., or Ph.D. programs in each of the following four departments:

1 Adult Education, Community Development and Counselling Psychology (Adult Education and Community Development program)

2 Curriculum, Teaching and Learning

3 Sociology and Equity Studies in Education

4 Theory and Policy Studies in Education

The Program allows students enrolled in any of the four participating departments, while meeting all the requirements for a degree from that department, to also receive a certification on their transcript as "Specialist in Comparative, International and Development Education".

The Comparative, International and Development Education Centre (CIDEDEC) provides academic coordination. The Centre has a small lounge and provides a gathering place where students and faculty can connect and interact through the seminar series, print and electronic newsletters, and the Resource Centre.

Admission Requirements

Applicants apply to the appropriate degree program in the collaborating department corresponding most closely to their general background and interests. In addition to meeting the minimum departmental requirements, applicants are normally expected to have at least one to two years experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have extensive experience working in multicultural educational settings (for children or adults). Prospective applicants are strongly advised to contact the Collaborative Program Coordinator before submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this Program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (outlined in the graduate unit entry in this calendar) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the list of Comparative, International and Development Education basic and specialization courses (distributed to the collaborating departments), regular participation in and contribution to the CIDEDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department. Students

will be advised principally by faculty from their home department who also participate in the Collaborative Program.

Courses of Instruction

Core Course

CTL 6000H Introduction to Comparative, International, and Development Education (formerly CTL1500H)/*J. P. Farrell, Staff*

Master's Level Basic Courses

CTL 6002H Education and Social Development (formerly CTL1502H)/*J. P. Farrell or Staff*

CTL 6003H Comparative Education: The Development of Third World Educational Systems (formerly CTL1503H)/*D. N. Wilson or Staff*

TPS 1825H Comparative Higher Education: Part I/R. *E. S. Hayhoe*

Doctoral Level Basic Courses

AEC 1114H Comparative and International Perspectives in Adult Education/*D. Schuquirensky, S. Mojab*

CTL 6801H Methodologies for Comparing Educational Systems (formerly CTL1901H)/*Staff*

SES 3950H Comparative Societies: Economic Change, the State, and Schooling/*D. W.*

Livingstone

Specialization Courses

For Specialization Courses and detailed collaborative program requirements, please contact the CIDEC office. Depending on faculty resources in the collaborating departments as well as student demand, some courses are not offered every year. Contact the CIDEC office regarding specific course availability.

APPENDIX VI

**APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND
DEVELOPMENT EDUCATION**

SCHOOL OF GRADUATE STUDIES REVIEW