



OISE Graduate Studies in Education Bulletin

2013-2014

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Updates

This is a complete list of updates and changes made to the Bulletin since it was published in March, 2013.

Program HSSJJE State Changed

Course requirement (HSJ3997H) for EdD within Humanities, Social Sciences and Social Justice Education program was removed in departmental section Humanities, Social Sciences and Social Justice

OISE Department Structure

On July 1, 2012, a four-department structure replaced the five-department structure at OISE.

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

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

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

access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Regulations and Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has

About OISE

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 20 in the Times Higher Education World University Rankings.

W. Pitman 1986 - 1992
A. Kruger 1992 - 1995
A. Hildyard 1995 - 1996

Deans of the Faculty of Education

W. Pakenham 1907 - 1934
J.G. Althouse 1934 - 1944
A.C. Lewis 1944 - 1958
B.C. Diltz 1958 - 1963
D.F. Dadson 1963 - 1973
H.O. Barrett 1974

Administrative Officers (Partial List)

School of Graduate Studies

Brian Corman, PhD
Dean

Luc De Nil, PhD
Vice-Dean, Students

Elizabeth Smyth, EdD
Vice-Dean, Programs

Heather Kelly, EdD
Student Services Director

OISE

Dean's Office

Julia O'Sullivan, PhD
Dean

TBA
Associate Dean, Innovations & Opportunities

Jeanne Watson, PhD
Associate Dean, Programs

Karen Mundy, PhD
Associate Dean, Research

Ann E. Lopez, PhD
Academic Director (Acting), Initial Teacher Education

TBA
Academic Director, Graduate Education

Endowed Chairs

Jennifer Jenkins, PhD
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Glen A. Jones, PhD
Ontario Research Chair in Postsecondary Education Policy and Measurement

Marlene Scardamalia, PhD
The Presidents' Chair in Education and Knowledge Technologies

Peter Dietsche, PhD
The William G. Davis Chair in Community College Leadership

Canada Research Chairs

Charles P. Chen, PhD
Canada Research Chair in Life Career Development

James P. Cummins, PhD
Canada Research Chair in Language Learning and Literacy Development in Multilingual Contexts

Kathleen Gallagher, PhD
Canada Research Chair in Theatre, Youth and Research in Urban Schools

Benjamin Levin, PhD
Canada Research Chair in Leadership and Educational Change

Karen Mundy, PhD
Canada Research Chair in Global Governance and Comparative Educational Change

Katreena Scott, PhD
Canada Research Chair in Family Violence Prevention and Treatment

Jim Slotta, PhD
Canada Research Chair in Education and Technology

Rosemary Tannock, PhD
Canada Research Chair in Special Education and Adaptive Technology

Department Chairs

Esther Geva, PhD
Applied Psychology and Human Development (APHD)

Douglas McDougall, EdD
Curriculum, Teaching and Learning (CTL)

Rinaldo Walcott, PhD
Humanities, Social Sciences and Social Justice Education (HSSSJE)

Eric Bredo, PhD
Leadership, Higher and Adult Education (LHAE)

Department Associate Chairs

Margaret S. Schneider, PhD
Applied Psychology and Human Development (APHD)

James G. Hewitt, PhD
Curriculum, Teaching and Learning (CTL)

Clare Brett, PhD
Curriculum, Teaching and Learning (CTL)

Megan Boler, PhD
Humanities, Social Sciences and Social Justice Education (HSSSJE)

Reva Joshee, PhD
Leadership, Higher and Adult Education (LHAE)

Jack Quarter, PhD
Leadership, Higher and Adult Education (LHAE)

Library/Education Commons

TBA
Director, Information Technology

Michael Meth, MIST
Director, Information Resources and Services

Rouben Tchakhmakhtchian
Manager, Systems and Client Services

Librarians

Marian Press, MA, MLS
Patricia Serafini, MLS
Stephanie Swift, MLS

Registrar's Office

Don MacMillan, BA, MDE
Registrar

Administrative Officers (Partial List)

Kim Holman, BA

Assistant Registrar, Admissions

Jo Paul

Assistant Registrar, Registration/Graduation

Karolina Szymanski

Liaison Officer, Graduation

Gladys Lim, BSc

Liaison Officer, Admissions

Celia Correa, BSc, MSc, MA

Liaison Officer, Admissions

Karen Williamson

Liaison Officer, (Last name A-F)

Linda Pereira

Liaison Officer, (Last name G-M)

Ruth Rogers

Liaison Officer, (Last name N-Z)

School-University Partnerships Office (SUPO) and Student Services

Eleanor Gower, BA

Interim Director

Caroline Chassels, PhD

Supervisor, Student Services

Anne Marie Chudleigh, MEd

Practicum Coordinator, Elementary; Academic Internship Coordinator

Amy Lobo

Coordinator, Teacher Employment Preparation Centre

Officers of the University

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

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

Sessional Dates and Deadlines

Please note the following:

The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Each department may also have deadlines related to these general Sessional Dates and Deadlines.

Some OISE Sessional Dates differ from those published in the School of Graduate Studies Calendar.

The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances:

www.governingcouncil.utoronto.ca/policies/religious.htm

2013

March 1

Final date for submitting a complete application for admission to degree programs beginning in the 2013 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

March 11-15

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

March 15

Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2013 Winter Session

March 25-29

Course selection information will be available beginning this week, for the 2013 Summer Session, 2013 Fall Session and the 2014 Winter Session

March 29

Good Friday (University closed)

April 1

Final date for Special Students to submit a complete application for admission to the 2013 Summer Session, first term

April 5

Last day of 2013 Winter Session and full-year lectures

April 10

Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date

April 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2013 Summer Session, first term courses

April 17

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

April 19

Deadline for submitting appropriate documentation to the Registrar's

Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)

April 29

Last day for wait lists for courses that begin in May. They will be cancelled at the end of today.

April 30

Continuing students should select courses for the 2013 Summer Session, the 2013 Fall Session and the 2014 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date

May 1

Deadline for adding 2013 Summer Session courses (May –June & May –August) **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

May 3

Final date for submitting a complete application for admission to degree programs beginning in the 2013 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

May 3

Final date for Special Students to submit a complete application for admission to the 2013 Summer Session, second term

May 6

Lectures begin for the 2013 Summer Session, first term

May 8

Grade submission date for 2013 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date

May 8

Deadline for SDF designation for 2012 Fall Session courses to be changed to a regular grade, an INC or a failing grade

May 10

Deadline for registration for 2013 Summer Session courses which begin in May

May 10

Deadline for registration for 2013 Summer Session Independent Study and Research

May 17

Deadline for adding 2013 Summer Session courses which begin in May

May 20

Victoria Day (University closed)

May 31

Deadline for dropping 2013 Summer Session, first term courses, without academic penalty

June TBA

Spring Convocation - PhD, EdD, MEd, MA, MA(CS&E), MT (see www.convocation.utoronto.ca)

June 14

Last day of 2013 Summer Session, first term lectures

June 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate

Sessional Dates and Deadlines

Studies Registration Unit, for 2013 Summer Session, second term courses

June 21

Deadline for dropping 2013 Summer Session, May to August courses, without academic penalty

June 24

Last day for wait lists for courses that begin in July. They will be cancelled at the end of today.

June 26

Deadline for adding 2013 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

June 28

Final date for submitting a complete application for admission to degree programs beginning in the 2013 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

June 28

Final date for Special Students to submit a complete application for admission to the 2013 Fall Session

July 1

Canada Day (University closed)

July 2

Lectures begin for the 2013 Summer Session, second term

July 5

Deadline for registration, without late fee, for 2013 Summer Session, second term

July 5

Final date to request a deferral of admission from the 2013 Summer Session to the 2014 Summer Session

July 12

Deadline for adding 2013 Summer Session, second term courses

July 15

Deadline for master's students to request convocation in the Fall if all degree requirements will be completed in the 2013 Summer Session

July 17

Grade submission date for 2013 Summer Session, first term courses. Grades will be available on ROSI (via SWS) approximately one week after this date

July 19

Deadline for dropping 2013 Summer Session, second term courses, without academic penalty

August 5

Civic Holiday (University closed)

August 12

Last day of 2013 Summer Session, second term lectures

August 26

Last day for wait lists for Fall Session and full year courses. They will be cancelled at the end of today.

August 28

Deadline for adding 2013 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

August 30

Recommended date for payment of fees for the 2013-14 academic year

September 2

Labour Day (University closed)

September 5

Deadline for submission of Individual Reading and Research course approval forms for 2013 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit

September 9

Lectures begin for the 2013 Fall Session and full-year courses

September 11

Grade submission date for 2013 Summer Session, second term courses. Grades will be available on ROSI (via SWS) approximately one week after this date

September 11

Deadline for SDF designation for 2013 Winter Session courses to be changed to a regular grade, an INC or a failing grade

September 13

Deadline for 2013-14 Fall/Winter Session registration. After this date, a late registration fee will be charged

September 13

Final date to request a deferral of admission from the 2013 Fall Session to the 2014 Fall Session

September 14

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

September 22

Deadline for adding 2013 Fall Session and full-year courses

September 23

Deadline for final oral examinations for EdD and PhD degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date

September 30

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

October 4

Final date for submitting a complete application for admission to degree programs beginning in the 2014 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

October 4

Final date for Special Students to submit a complete application for admission to the 2014 Winter Session

October 14

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 2013 Fall Session

October 28

Deadline for withdrawing from 2013 Fall Session courses without

academic penalty

November 1

Final date to request a change of start date from the 2013 Summer Session or the 2013 Fall Session to the 2014 Winter Session

November TBA

Fall Convocation - MEd, MA, MT, EdD, PhD (see www.convocation.utoronto.ca)

November 29

Last day of lectures for the 2013 Fall Session

December 2

Deadline for submitting a complete application for admission to degree programs beginning in the 2014 Summer Session, the 2014 Fall Session and the 2015 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

December 9

Last day for wait lists for Winter Session courses. They will be cancelled at the end of today.

December 11

Deadline for adding 2014 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

December 15

Deadline for submission of Individual Reading and Research course approval forms for the 2014 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit

December 23 - January 3

University closed

2014

January 6

Lectures begin for the 2014 Winter Session

January 8

Grade submission date for the 2013 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date

January 8

Deadline for SDF designation for 2013 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade

January 10

Deadline for registration for students beginning their programs in the 2014 Winter Session. After this date a late registration fee will be charged

January 10

Final date to request a deferral of admission from the 2014 Winter Session to the 2015 Winter Session

January 16

Deadline for final oral examinations for EdD and PhD degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least ten working weeks before this date, taking into account the intervening Christmas holiday

January 17

Deadline for students who hold dual registration for both MA and PhD

degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)

January 17

Deadline for master's degree students who completed degree requirements in the 2013 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)

January 19

Deadline for adding 2014 Winter Session courses

January 21

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

February 17

Family Day (University closed)

February 24

Deadline for withdrawing from the 2014 Winter Session and full-year courses without academic penalty

March 7

Final date for submitting a complete application for admission to degree programs beginning in the 2014 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

March 10-14

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

March 15

Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2014 Winter Session

March 24-28

Course selection information will be available beginning this week, for the 2014 Summer Session, 2014 Fall Session and the 2015 Winter Session

April 1

Final date for Special Students to submit a complete application for admission to the 2014 Summer Session, first term

April 4

Last day of 2014 Winter Session and full-year lectures

April 10

Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least eight working weeks before this date

April 14

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

April 18

Good Friday (University closed)

April 19

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

Sessional Dates and Deadlines

April 30

Continuing students should select courses for the 2014 Summer Session, the 2014 Fall Session and the 2015 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date

May 2

Final date for submitting a complete application for admission to degree programs beginning in the 2014 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

May 2

Final date for Special Students to submit a complete application for admission to the 2014 Summer Session, second term

May 7

Grade submission date for 2014 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date

May 7

Deadline for SDF designation for 2013 Fall Session courses to be changed to a regular grade, an INC or a failing grade

May 19

Victoria Day (University closed)

June TBA

Spring Convocation (see www.convocation.utoronto.ca)

June 27

Final date for submitting a complete application for admission to degree programs beginning in the 2014 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

General Information

Travaux et thèses en français

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

Prière de consulter la section *Interdepartmental Research Area* pour plus de renseignements sur ce programme.

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

Département de curriculum, d'enseignement et d'apprentissage

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

Département de psychologie appliquée et du développement humain

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

Département des humanités, des sciences sociales et de la justice sociale en éducation

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

Department of Leadership, Higher and Adult Education

S.E. Anderson, B. Levin

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

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

Course selection information for the 2013 Summer Session, the 2013 Fall Session and the 2014 Winter Session will be available near the end of March 2013 at www.oise.utoronto.ca/ro

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

NOTES:

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

Definition of Full-Time Student

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

- a. They must be pursuing their studies as a full-time occupation and

identify themselves as full-time graduate students in all documentation.

- b. They must be considered by OISE to be in full-time study.
- c. They must be geographically available and visit the campus regularly.
- d. They must be considered to be full-time graduate students by their supervisors.

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

During the 2013 Fall Session and the 2014 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

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

- a. One half-course in each of the two sessions
- b. Two half-courses which run for both the Fall and Winter Sessions
OR
- c. One full course which runs for both the Fall and Winter Sessions

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course. **(NOTE: At the time of publication, part-time course load is under review. It is anticipated that maximum yearly course load for part-time students will change.)**

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 (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

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

Application Procedures

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

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 written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

Registration

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

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

Conditions of Admission

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

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

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

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

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

Required Period of Full-Time Study

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

- a. consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year

OR

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

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

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

Leave of Absence

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

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

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

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

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

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines section. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a Withdrawal (WDR) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record

(transcript) and will receive the grade that has been earned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

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

NOTES:

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

Withdrawal From a Degree Program

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

Grade Reports

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

Transcripts

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

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

Exceptions

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

Requests for transcripts should be made to:

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

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

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

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

Criminal Record Report

School Board Requirements

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

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

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

The Ontario College of Teachers Certification

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

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

Definitions

AQ: Additional Qualifications for Educators

MRP: Major Research Paper

QRP: Qualifying Research Paper

SGS: School of Graduate Studies

ROSI: Repository of Student Information

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the

course number. Fullion candidatev7rdYied by an OCTTm (co /F2 8 Tf (foll6361-8800 0 1 36 1 1 36 725.6 Tm /chinging th36 7ateTf ection of th)Tj 1 aTm (con. N

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

University Rights and Responsibilities Regarding Official Correspondence

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost:
<http://www.provost.utoronto.ca/policy/use.htm>)

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

Minimum Admission and Degree Requirements

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

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

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

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

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

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

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree for admission to the School of Graduate Studies as degree students, may be considered for admission if a department wishes to pursue non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports).

Master of Education (MEd)

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

Admission Requirements

- An appropriate bachelor's degree with high academic standing (equivalent to at least **micpate c5v**)

Minimum Admission and Degree Requirements

change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

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

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

- e. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

- f. **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- Summer Session completion - apply by July 15

Students will receive their diploma at the Fall Convocation ceremony.

- Fall Session completion - apply by October 15

Students will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.

- Winter Session completion - apply by March 15

Students will receive their diploma at the Spring Convocation ceremony.

Master of Arts (MA)

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

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

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

departmental program information sections for full details.

Admission Requirements

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

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

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

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

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

Degree Requirements

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

NOTE: Items a, b, and c below, reflect the period of time in which students completely immersed in full-time study are expected to complete the program. This is known as the Program Length. Some students may take longer. **(Please note: At the time of publication Program Length for master's programs is under review.)**

- a. Students admitted to a **"one-year program"** will ordinarily be required to complete at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.
- b. Students admitted to a **"one and one-half year program"** on the basis of an appropriate bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.
- c. Students admitted to a **"two-year program,"** on the basis of an appropriate bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

A thesis. All MA students, with the exception of those in the Child Study and Education Program, must have their thesis committees officially formed as follows:

- **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the MA coursework.

All students whose research involves human subjects, animal subjects or biohazard materials must have their proposals reviewed by the Research Ethics Board.

For more information please consult their website:
www.research.utoronto.ca/ethics

NOTE:

a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental program sections in this *Bulletin*.

Admission Requirements

An appropriate master's degree with high academic standing
(equivalent to

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

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

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the *OISE*

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

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

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

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

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

Special Students

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

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

Full-time Study

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

Part-time Study

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

Application Procedures

Applicants to Degree Programs

1. Application for Admission

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

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

2. Information About Applying

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

If you require further information, contact:

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

NOTE: Specific procedures pertaining to applying for admission are subject to change. For accurate and complete information, visit the Registrar's Office website: <www.oise.utoronto.ca/ro>. This Website will be updated to reflect the 2014-15 application cycle in early Fall 2013.

3. Deadlines

For detailed information about deadlines, visit the Registrar's Office Website: <www.oise.utoronto.ca/ro>.

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

c) Résumé

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

A résumé should detail employment history (including names of

Application Procedures

until the 2014 Fall Session, the applicant's request for deferral must be received no later than September 13, 2013. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

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

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

Delay to the Winter Session

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

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

Special Student Applicants

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

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

Full-Time Study

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

Part-Time Study

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

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

OISE Degrees by Department, Program and Field

Applied Psychology and Human Development (APHD)

Codes:

- = Field
- = Collaborative Program

Child Study and Education Program - MA

Counselling Psychology Program

Counselling Psychology for Community and Educational Settings - MEd, EdD

Aboriginal 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

Counselling Psychology for Psychology Specialists - MA, PhD

Aboriginal Health - MA, PhD

Addiction Studies - MA, PhD

Aging, Palliative and Supportive Care Across the Life Course - MA, PhD

Sexual Diversity Studies - MA, PhD

Women and Gender Studies - MA, PhD

Guidance and Counselling - MEd

Aboriginal 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 - MEd, MA, PhD

Educational Policy - MEd, MA, PhD

Neuroscience - MA, PhD

School and Clinical Child Psychology Program - MA, PhD

Curriculum, Teaching and Learning (CTL)

Codes:

- = Field
- = Collaborative Program

Curriculum Studies and Teacher Development Program - MEd, MA, PhD

Comparative, International and Development Education - MEd, MA, PhD

Educational Policy - MEd, MA, PhD

Knowledge Media Design - MEd, MA, PhD

Sexual Diversity Studies - MEd, MA, PhD

Women and Gender Studies - MEd, MA, PhD

Master of Teaching in Elementary Education Program

Primary/Junior Education - MEd

Junior/Intermediate Education - MEd

Intermediate/Senior Education - MEd

Language and Literacies Education Program - MEd, MA, PhD

Comparative, International and Development Education - MEd, MA, PhD

Educational Policy - MEd, MA, PhD

Knowledge Media Design - MEd, MA, PhD

Women and Gender Studies - MEd, MA, PhD

Humanities, Social Sciences, and Social Justice Education (HSSSJE)

Codes:

- = Field
- = Collaborative Program

History and Philosophy of Education Program

NOTE: This program is not accepting new students for 2013-14

History of Education - MEd, MA, EdD, PhD

Comparative, International and Development Education - MEd, MA, EdD, PhD

Educational Policy - MEd, MA, EdD, PhD

Ethnic and Pluralism Studies - MEd, MA, EdD, PhD

Knowledge Media Design - MEd, MA, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

Women and Gender Studies - MEd, MA, EdD, PhD

Philosophy of Education - MEd, MA, EdD, PhD

Comparative, International and Development Education - MEd, MA, EdD, PhD

Educational Policy - MEd, MA, EdD, PhD

Ethnic and Pluralism Studies - MEd, MA, EdD, PhD

Knowledge Media Design - MEd, MA, EdD, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

Women and Gender Studies - MEd, MA, EdD, PhD

Humanities, Social Sciences and Social Justice Education Program - MEd, MA, EdD, PhD

Aboriginal Health - MEd, MA, EdD, PhD

Comparative, International and Development Education - MEd, MA, EdD, PhD

Diaspora and Transnational Studies - MA, EdD, PhD

Educational Policy - MEd, MA, EdD, PhD

Environmental Studies - MEd, MA, EdD, PhD

Ethnic and Pluralism Studies - MEd, MA, EdD, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

South Asian Studies - MEd, MA, EdD, PhD

Women and Gender Studies - MEd, MA, EdD, PhD

Workplace Learning and Social Change - MEd, MA, EdD, PhD

Leadership, Higher and Adult T1 0 0 1 56 527 Tm /F2

Graduate Programs by Department

Comparative, International and Development Education - MEd, MA, EdD, PhD

Dynamics of Global Change - PhD

Educational Policy - MEd, MA, EdD, PhD

Ethnic and Pluralism Studies - MEd, MA, EdD, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

Women and Gender Studies - MEd, MA, EdD, PhD

Higher Education Program

Higher Education - MEd, MA, EdD, PhD

Comparative, International and Development Education - MEd, MA, EdD, PhD

Dynamics of Global Change - PhD

Educational Policy - MEd, MA, EdD, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

Women and Gender Studies - MEd, MA, EdD, PhD

Health Professional Education - MEd

Comparative, International and Development Education - MEd

Educational Policy - MEd

Sexual Diversity Studies - MEd

Women and Gender Studies - MEd

Collaborative Programs

For information on the many Collaborative Programs OISE participates in, please see Collaborative Graduate Degree Programs section:

[http://ro.oise.utoronto.ca/OLC-OISE-Bulletin-2013-](http://ro.oise.utoronto.ca/OLC-OISE-Bulletin-2013-2014/Collaborative_Graduate_Degree_Programs.html)

[2014/Collaborative_Graduate_Degree_Programs.html](http://ro.oise.utoronto.ca/OLC-OISE-Bulletin-2013-2014/Collaborative_Graduate_Degree_Programs.html)

Faculty

Mary Louise Arnold, EdD (Harvard)

Associate Professor

(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Mary Caravias, PhD (Toronto)

Director of Clinical Training (SCCP) & Co-Director of the OISE

Counselling and Psychoeducational Clinic

(development and training of school and clinical child psychologists, adolescent depression, therapeutic interventions for adolescents, differential diagnosis of autism spectrum disorder, developing effective school-based accommodations for children with ADHD and teacher consultation)

Xi Becky Chen-Bumgardner, PhD (Illinois)

Associate Professor

(children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy)

Charles P. Chen, PhD (British Columbia)

Professor, Canada Research Chair in Life Career Development

(vocational and career psychology broadly defined, life-career interaction and integration, humanistic psychology, meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita philosophy-based career counselling intervention, counsellor education and training)

Carl Corter, PhD (North Carolina)

Professor

(early childhood programs, practice and policy; integrated services for children; Kindergarten education; parenting; parent involvement in schools and early childhood programs; teacher education)

Joseph Ducharme, PhD (Toronto)

Associate Professor

(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, PhD (UQAM)

Professor

(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Patricia Ganea, PhD (Virginia)

Assistant Professor

(cognitive development; symbolic development; word learning; learning from picture books; pragmatics and social cognition)

Esther Geva, PhD (Toronto)

Joan Peskin, PhD (Toronto)
Associate Professor

Applied Psychology and Human Development

Lab School Administrative Staff

Nancy Boudreau
Holly Huizenga

Doctoral Field Placement Supervisors for Counselling Psychology

NOTE: Changes to several of the following can be expected in September 2013.

Donna Akman, PhD (Toronto)

Psychologist, Women's Program, (CAMH), Toronto

Lisa M. Bourque, PsyD (Adler/Chicago)

Director of Clinical Training, Dr. Bourque and Associates Centre for CBT, Hamilton

Michelle Carroll, PhD (Windsor)

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

Catherine C. Classen, PhD (York)

Associate Professor, Women's College Hospital, Toronto

Nathan J. Cooper, PsyD (Central Michigan)

Psychologist, Hamilton Family Health Team, Hamilton

Sara Day, PhD (Concordia)

Staff Psychologist, Ontario Shores Centre for Mental Health Sciences, Whitby

Edward Glassman, PhD (York)

Staff Psychologist, Mental Health Program, North York General Hospital, Toronto

Abby Goldstein, PhD (York)

Assistant Professor, OISE Counselling & Psychoeducational Clinic, Toronto

Gregory Hamovich, PsyD (Rutgers)

Supervising Psychologist, OISE Counselling and Psychoeducational Clinic, Toronto

Kenneth Y. Kwan, PhD (Toronto)

Clinical Director, Woodbine Psychological and Counselling Services, Markham

Mark D. Levi, PhD (York)

Psychologist, Ontario Shores Centre for Mental Health Sciences, Whitby

Judith Levy-Ajenkopf, PhD (Concordia)

Psychologist, Vanier Centre for Women and Maplehurst Correctional Complex, Milton

Lisa Marshall, PsyD (Glasgow)

Psychologist, Ontario Shores Centre for Mental Health Sciences, Whitby

Debbie Nifakis, EdD (Toronto)

Clinical Director, McMaster University, Hamilton

Judy Oleniuk, PhD (York)

Psychologist, Mental Health & Addictions Program, North York General Hospital, Toronto

Shannon Robinson, PhD (Toronto)

Psychologist, Ontario Shores Centre for Mental Health, Whitby

Judith A. Silver, PhD (Toronto)

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

Robert F. Stevens, PhD (York)

Psychologist, William Osler Health System - Brampton Civic Hospital, Brampton

Suzanne Stewart, PhD (Victoria)

Assistant Professor, OISE Counselling and Psychoeducational Clinic, Toronto

Susan Vettor, PhD (Andrews)

Psychologist, Ontario Shores Center for Mental Health Sciences, Whitby

University Professor Emeritus

David R. Olson, PhD (Alberta)

Professors Emeriti

Sabir A. Alvi, PhD (Indiana)
Janet W. Astington, PhD (Toronto)
Carl Bereiter, PhD (Wisconsin)
Andrew Biemiller, PhD (Cornell)
J.R. Bruce Cassie, PhD (SUNY at Buffalo)
Mary Alice Julius Guttman, PhD (Wisconsin)
Jennifer Hardacre, EdD (Nova)
Marc Lewis, PhD (Toronto)
Nancy Link, PhD (Toronto)
Carol Musselman, PhD (Michigan)
Keith Oatley, PhD (London)
Denis Shackel, PhD (Toronto)
Keith Stanovich, PhD (Michigan)
Conchita Tan-Willman, PhD (Minnesota)
Richard G. Wolfe, PhD (Wisconsin)

Applied Psychology and Human Development

Applied Psychology and Human Development

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

Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching, counselling psychology and school and clinical child psychology.

In our graduate programs we are committed to shaping the next generation of researchers, scholars, policy makers, and practitioners in these areas. Our faculty are leaders in their fields, with wide-ranging interests and active research programs. AP&HD is home to a diverse group of students and plays host to visiting researchers from around the world.

We currently offer the following:

1. Child Study and Education (MA)

Based at the Dr. Eric Jackman Institute of Child Study, this preservice teacher education program leads to a Master of Arts and the Ontario

Teacher's Certificate (primary and junior).

2. Counselling Psychology (MA, MEd, EdD, PhD)

The CP program prepares students to assume a variety of positions in psychological practice and research in schools and universities, in community settings and in agencies offering psychological services. The MA/PhD options follow the requirements for CPA (Canadian Psychological Association) registration; the MEd/EdD options follow the membership requirements of the CCPA (Canadian Counselling and Psychotherapy Association).

3. Developmental Psychology and Education (MA, MEd, PhD)

The MA and PhD degree programs are designed for students who wish to pursue an academic or research-based career. The MEd is designed for the reflective teacher or other practitioner in education or related fields.

4. School and Clinical Child Psychology (MA, PhD)

A program that provides theoretical, research and professional training in preparation for registration as a Psychologist or Psychological Associate and for research on issues relevant to children, youth and families.

In addition to the information provided here the specific requirements for each program are described in more detail in the Department of Applied Psychology and Human Development Program Guidelines. Students are expected to consult the Program Guidelines for specific policies governing their programs. The Program Guidelines are available on the departmental website.

General Information

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

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

For information about registration, contact your liaison officer in the Registrar's Office, Graduate Studies Registration Unit, Room 4-485:

Karen Williamson, Liaison Officer, (Last name A-F)
Telephone: 416-978-1636
E-mail: ka.williamson@utoronto.ca

Linda Pereira, Liaison Officer, (Last name G-M)
Telephone: 416-978-1657
E-mail: linda.pereira@utoronto.ca

Ruth Rogers, Liaison Officer, (Last name N-Z)
Telephone: 416-978-1654
E-mail: ruth.rogers@utoronto.ca

Academic Information

Child Study and Education

Vanessa Dane
Telephone: 416-934-4525
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Counselling Psychology

Todd Will
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Developmental Psychology and Education

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School and Clinical Child Psychology

Diana Robinson
Telephone: 416-978-0920
E-mail: diana.robinson@utoronto.ca

Programs and Admissions Coordinator

Lisa Chinchamie
Telephone: 416-978-0917
E-mail: l.chinchamie@utoronto.ca

Chair of the Department

Esther Geva, PhD (Toronto)

Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Associate Chair of the Department

Margaret Schneider, PhD (York)

Associate Professor
(Sexual orientation and gender; professional ethics; human-animal interaction and bonding)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

As AP&HD's four programs offer very different experiences and career paths, applicants are strongly encouraged to carefully select the program to which they wish to apply. AP&HD does not support requests to transfer between programs.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants should also include the name(s) of potential supervisor(s) whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see the Financial Support section.

Collaborative Programs

For more detailed information about these and other OISE collaborative programs, see the Collaborative Programs Section.

Collaborative Program in Aboriginal Health

The graduate units of Applied Psychology and Human Development, Anthropology, Geography, Nursing Science, Public Health Sciences, and

Humanities, Social Sciences and Social Justice Education, in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program participate in this collaborative program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Collaborative Program in Addiction Studies

The graduate units of Applied Psychology and Human Development, Anthropology, Biomedical Engineering, Criminology, Information Studies, Medical Science, Pharmaceutical Sciences, Pharmacology, Psychology, Public Health Sciences, Social Work and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with MA and PhD degrees only.

Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course

The Department of Applied Psychology and Human Development as well as other University of Toronto departments, participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course, offering MEd, MA, EdD and PhD degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective

required prior to admission.

Applicants should include the following information in addition to the standard application requirements (transcripts, resume, letters of reference, proof of English language proficiency if applicable):

1. A list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
2. A Statement of Intent including information about prior work with children and academic or research interests regarding children that have led to an interest in this program

For comprehensive application details, please see
http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html

Degree Requirements

The two-year MA requires the successful completion of the equivalent of 16 half-courses.

Details of placements will likely be as outlined but are subject to change due to enrolment changes.

During their first year, students will complete three eight-week placements in: 1) The Primary Division (Grade 1-3) 2) The Junior Division (Grade 4-6) and 3) A special education or early childhood classroom. A fourth placement is optional for those who would like more experience and contacts in schools. Placements are Monday to Thursday in the morning.

In their second year of study, students will complete an internship in an elementary classroom during one of the terms. Internships consist of full days on Monday and Tuesday and mornings only Wednesday through Friday. The other term is an academic term.

Students interested in teaching French may have the opportunity to complete a placement in a French Immersion setting, Core French classroom or a junior division placement where the teacher teaches his/her own French.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education course in addition to their regular electives (fee applies). Students interested in this option should contact the Continuing Education Department at OISE.

Students interested in an intensive research experience may complete

For more QRP details, please contact the CSE MA Program Liaison.

Counselling Psychology Program

Counselling Psychology Program

The Counselling Psychology Program is designed to provide theoretical, research and professional training in counselling and to train psychologists and counsellors in the general domain of psychological services. The Program aims to provide knowledge of a) psychological practice and counselling services and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization:

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

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

Details on the specific program and degree requirements for each Field are contained in the departmental program guidelines. The guidelines are available online at:

http://www.oise.utoronto.ca/aphd/Students/Forms_and_Resources/index.html

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

General Information

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

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

For information about registration, contact your liaison officer in the Registrar's Office, Graduate Studies Registration Unit, Room 4-485:

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Linda Pereira, Liaison Officer, (Last name G-M)
Telephone: 416-978-1657
E-mail: linda.pereira@utoronto.ca

Ruth Rogers, Liaison Officer, (Last name N-Z)
Telephone: 416-978-1654
E-mail: ruth.rogers@utoronto.ca

Academic Information

For specific program information see our website at:
<http://www.oise.utoronto.ca/aphd/index.html> or
email cpinfo.oise@utoronto.ca

Admission Requirements

In addition to the minimum degree requirements, some degrees in this department will have special requirements relative to the nature and length of the program. These should be read with the descriptions of the degrees. Applicants should also consult the Minimum Admission and Degree Requirements, as well as the special requirements for a program of particular interest. MAT and GRE scores are not required for many of the degrees in Psychology at the

The University may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director:

Master of Arts

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

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

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

Admission Requirements

dissertation supervisor. Progress in the program of study will be reviewed annually.

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

- counselling and psychotherapy
- psychological measurement and statistics

following:

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

Degree Requirements

The EdD program requirements are nine half courses (including practicum APD3217Y and internship APD3270H), and a doctoral dissertation. Six of the nine courses taken must be within Counselling Psychology. Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

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

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (APD3217Y) typically completed in the second year of study or later for part-time students. Students may also choose to complete an additional practicum after consultation with the Internship Coordinator. In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students planning a practicum or internship should consult the Internship Coordinator in the fall term of the year of study prior to taking the course. Placement options can be found on our website:
http://www.oise.utoronto.ca/aphd/Students/Practica_and_Internships/Counselling_Psychology/index.html

Thesis

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

Guidance and Counselling

Master of Education

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

Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800

and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

Master of Arts

The MA degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the MA requires a preparation equivalent to an appropriate bachelor's degree with high academic standing (equivalent to at least **A- or better**) from a recognized university. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in another discipline relevant to their specific program of study, are also eligible to apply for admission. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The MA is comprised of six half-courses and a thesis and is undertaken on a full-time basis.

Required courses:

APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]

APD1288H Intermediate Statistics and Research Design [RM]

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

Students must take additional courses from the MA required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development are required to take APD1201H (Child and Adolescent Development) or an equivalent in addition to their six half-courses. Students who have not had a previous course in statistics are required to take APD1287H (Introduction to Applied Statistics) or an equivalent in addition to their six half-courses.

Master of Education

The MEd degree program is designed primarily for students who are teaching in the school system or working in early childhood education settings, in community literacy programs or in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the MEd degree program requires a preparation equivalent to an appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in the final year) from a recognized university. Applicants are required to submit two letters of recommendation (one academic and one professional).

Degree Requirements

The MEd program of study is comprised of ten half-courses and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

APD1200H Foundations of Human Development and Education

APD2293H Interpretation of Educational Research [RM]

Students who have not had a previous course in human development are required to take APD1201H (Child and Adolescent Development) or an equivalent, as part of their ten half-courses.

Doctor of Philosophy

The PhD degree program emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and for careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

The Developmental Psychology and Education program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option for which they are applying.

Admission Requirements

Admission to the full-time PhD degree program requires preparation equivalent to an appropriate bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with high academic standing (equivalent to an **A- or better** in the master's degree) from a recognized university. Applicants with master's degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible PhD must include in their statement of intent that they are currently in a career related to the

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Students who have an insufficient background in developmental psychology are required to take APD1201H (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Students who have not taken the equivalent of APD1288H (Intermediate Statistics and Research Design) are required to take that course in addition to their six half-courses.

School & Clinical Child Psychology Program

School & Clinical

Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, APD1287H (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum placements.

Doctor of Philosophy

Like the MA above, the PhD degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the PhD would assume positions of greater professional and administrative responsibility than would graduates of the MA. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to

APD1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.

J. Pelletier and Staff

APD1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be

APD1228H Individual and Group Psychotherapy: Family and Couples Counselling

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

Staff

APD1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.

Staff

APD1236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

NOTE: Open to MA and PhD students in SCCP and DPE. Others by permission of the instructor

J. Jenkins

APD1237H Development and Learning

This course will cover theories and models of development that are relevant to how people learn. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas. The course also examines motivation to learn, the development of higher order thinking, and communities of learning, both in terms of social and cultural contexts.

J. Peskin

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

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

Staff

APD1245H Brief Counselling Strategies

This course is intended to introduce students to basics of theory and practice of three brief counselling models: Cognitive Therapy, Behaviour Therapy, and Solution Focused Brief Therapy via discussions on the required readings, instructor demonstration of specific techniques, class role plays, regular practice of techniques with classmates, and analysis and critique of DVDs of expert clinicians. Students will learn how to do a suicide risk assessment and will develop a solid understanding of the principles of crisis intervention. Related ethical and professional practice

issues will be addressed. Students will learn to compare and contrast these three brief counselling models and how and when to integrate crisis intervention in their work.

Staff

APD1247H Practicum in Adult Counselling (Pass/Fail)

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.

Staff

APD1249H Social-Emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.

M. Perlman and Staff

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

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

Staff

APD1253H Feminist Issues in Counselling Psychology and Psychotherapy

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

K. Jasper or Staff

APD1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

K. Scott and R. Volpe

APD1259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

C. Corter and Staff

APD1261H Group Work in Counselling

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

Staff

APD1262H Educational and Psychological Testing for Counselling

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

Staff

and special education. Others must seek the permission of the instructor to register
J. Jenkins and Staff

APD1285H Psychology and Education of Children and Adolescents

APD1294H Technology, Psychology and Play

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).
E. Woodruff

APD1295H Personality Theories

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

APD1296H Assessing School-Aged Language Learners

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.
E. Jang

APD2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice will be emphasized.

NOTE: This course is normally open to students in the M.A. in Child

APD2214H Introduction to Curriculum 11: Special Areas

This course will provide students with an introduction to a broad range of curriculum areas important to elementary education. These areas include health education, social studies, environmental education, the arts (music, drama, art), and physical education. Students will also have the opportunity to examine issues related to diversity and equity, school law, and the application of technology across the curriculum. This course will also enhance students' understanding of curriculum integration. The course will discuss how to design and implement instruction in these areas that is consistent with the learning expectations in the Ontario Curriculum (early childhood, primary, and junior years).

Prerequisite: APD2210Y

Staff

APD2220H Teaching Practicum

First year Child Study and Education students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are four practicum sessions, each providing 72 hours of practicum experience in four, six-week, half-day blocks. This course is normally open to students in the MA in Child Study and Education program only.

Staff

APD2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the 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

APD3200H Research Proseminar on Human Development and Applied Psychology

This course provides a doctoral-level survey of developmental psychology and the role of formal education in human development. At the end of the course, students are expected to have sufficient knowledge of the history and theories of developmental psychology and the role of education in development to be able to teach an introductory course in developmental psychology and education.

Staff

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

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe and Staff

APD3202H A Foundation of Program Evaluation in Social Sciences

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.

E. Jang

APD3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool

APD3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research. Ph.D. and Ed.D. students in Counselling Psychology are required to complete a 500 hour practicum field placement in conjunction with this course. All students must arrange their practica in consultation with the Department's Coordinator of Internships and Counselling Services. Continuing students should plan to contact the Coordinator by March 15 (preferably earlier) and new students as soon as they have been notified of their acceptance to the program.

N. Piran

APD3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective

APD3232H Developmental Trajectories and High Risk Environments

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.

NOTE: Open to students in the PhD program in DPE and SCCP. Others by permission of the instructor.

J. Jenkins

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

Description as for APD1238H.

APD3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year. Open to School and Clinical Child Psychology students only.

Prerequisite: APD1216H or equivalent and APD1218H or equivalent and permission of the instructor.

N. Link

APD3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

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.

NOTE: Open only to School and Clinical Child Psychology students.

Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.

N. Link

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

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

Prerequisite: APD3241H and permission of instructor.

N. Link

APD3243H Additional PhD Practicum

This optional practicum course is an additional practicum course that is available to School and Clinical Child Psychology (SCCP) program students at the PhD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. Students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment: 1) There is a signed agreement between the supervisor and the students with regard

to the new skills that the student will acquire. 2) For each registration, the student must remain in the placement for a minimum of 100 hours to ensure that the supervisor has had ample time to observe and evaluate.

APD3275H International Policy Perspectives on Early Learning

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.

C. Pascal

APD3286H Developmental Neurobiology

In this course we will focus on brain systems involved in human emotion and self-regulation and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.

M. Lewis

APD3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.

J. Ducharme

APD5284Y Assessment and M 6e/end M 6ersonalifse wiic

Chair of the Department

Douglas E. McDougall, EdD (Toronto)

Associate Professor

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

Associate Chairs of the Department

Curriculum, Teaching and Learning

Wanja Gitari, PhD (Toronto)

Associate Professor

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

Tara Goldstein, PhD (Toronto)

Professor

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

Julie Kerekes, PhD (Stanford)

Associate Professor

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

Mary Kooy, PhD (Simon Fraser)

Associate Professor

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

Clare Kosnik, PhD (Toronto)

Professor

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

Normand Labrie, PhD (Laval)

Professor; Associate Dean, Research

(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, PhD (Washington)

Associate Professor

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

Ron Lancaster, M. Math. (Waterloo)

Senior Lecturer

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

David Levine, PhD (Cambridge)

Professor

(history of education thought with special reference to the history of literacy; the history of schooling in relation to family history and popular culture; Shakespeare and cultural literacy; cinema and the history classroom)

Catherine Marks-Krpan, PhD (Toronto)

Senior Lecturer (on leave July 2012 to June 2013)

(mathematics education and science education focusing on: student communication (e.g. student writing and student discourse), teaching strategies which assist ELLs and learners who struggle, problem solving, visual literacy, student inquiry, teacher change, graphic organizers, and action research)

Lance McCready, PhD (California, Berkeley)

Associate Professor; Director, Centre for Urban Schooling (on leave July 2012 to June 2013)

(urban education; health and well-being of urban youth; boys' education; educational trajectories of young black men; sexual minority youth and media; cultural pedagogies in education and human services professions; ethnic studies; racialization; intersectionality; masculinities and gender relations; qualitative research methods)

Jack Miller, PhD (Toronto)

Professor

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

David Montemurro, MA (York University)

Senior Lecturer (on leave July 2012 to June 2013)

(teacher education and development; inner-city education; culturally-relevant & critical pedagogies; internationalizing teacher education; environmental & sustainability education)

Cecilia Morgan, PhD (Toronto)

Professor

(Canadian history; history of gender and the British Empire; history of British settler societies; cultural history, including the history of gender and performance, 1860s-1940s; history of commemoration, memory, and public history in 19th and 20th century Canada)

Sarfarozi Niyozov, PhD (Toronto)

Associate Professor

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

Erminia Pedretti, PhD (Toronto)

Professor

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

Enrica Piccardo, PhD (Università degli Studi di Brescia)

Assistant Professor

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

Carol Rolheiser, PhD (Oregon)

Professor, Director, Office of Teaching Advancement

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

Ruth W. Sandwell, PhD (Simon Fraser)

Associate Professor

(Canadian history (of education, rural society and the family) and the teaching of history; the importance of studies in the humanities in general, and history in particular, to theories and practices of education)

Marlene Scardamalia, PhD (Toronto)

Professor; cross-appointed to Applied Psychology and Human Development; Director, Institute for Knowledge Innovation and Technology

(knowledge building; innovative learning environments; digital, textual, scientific and graphical literacy; adaptive flexibility in teaching; design-based research; discourse analysis; knowledge building communities; inclusiveness; knowledge creation; 21st century skills; formative assessment; deep understanding and intellectual engagement)

Rob Simon, PhD (Pennsylvania)

Assistant Professor

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

Jim Slotta, PhD (Pittsburgh)

Associate Professor; Canada Research Chair in Education and
Technology; Coordinator, Curriculum Studies and Teacher Development
Program

Curriculum, Teaching and Learning

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

E-mail: ka.williamson@utoronto.ca

Linda Pereira, Liaison Officer, (Last name G-M)
OISE Registrar's Office
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Telephone: 416-978-1657
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Ruth Rogers, Liaison Officer, (Last name N-Z)
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Graduate Studies Registration Unit, Room 4-485
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Curriculum, Teaching and Learning

Curriculum, Teaching and Learning

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

The following graduate programs are offered by the CTL Department:

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

The Department also offers the following Collaborative Programs:

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

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

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

Many CTL faculty are oriented toward field-based practice, and some courses are offered off-site or through distance learning modes. Refer to the Research and Field Activities section for more information.

General Information

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

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

For information about registration, contact:

Karen Williamson Liaison Officer, (Last name A-F)
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636

Academic Information

For academic information regarding registered students, contact:

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

Admissions, Awards and Off-Campus Information

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

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

Distance Education

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

For further details, contact:

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

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Humanities, Social Sciences and Social Justice Education.

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

Curriculum Studies & Teacher Development Program

Curriculum Studies & Teacher Development Program

Program Co-ordinator:

J. Slotta

Core Faculty:

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

Associated Faculty:

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

The Curriculum Studies and Teacher Development Program (CSTD) is a forum for systematic reflection on curriculum, viewed in the broadest sense as educational experiences that occur in both formal and informal

The Master of Teaching in Elementary and Secondary Education program offers students a unique educational opportunity which combines teacher qualification with advanced study in educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum development, ethics, educational law, diversity, equity, and learning, and opportunity for elementary and secondary school teachers to apply their knowledge of all aspects of teaching. The program is designed to be completed with increased practice teaching and extends the theoretical and practical knowledge necessary to become teachers.

The program includes: formal coursework, teaching and research seminars, practice teaching, internship, and a major research project.

NOTE: A full disclosure vulnerable-sector police check is required for certification by the Ontario College of Teachers and is required for placements in both the first and second year of the program. Students are encouraged to begin the process of obtaining a vulnerable-sector police check before the beginning of the school year. Please see the General Information section for more information.

Admission Requirements

Applicants are admitted under SGS general admission and must have the equivalent of an appropriate bachelor's degree with a minimum grade equivalent to **mid-B or better** in the final year of the degree. In addition, Intent, applicants should describe three significant teaching-related experiences that they have had with specific groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Included in the assessment of intent, applicants are requested to list, in chart form, the extent of each of three experiences working with children. The chart should include dates, location of experience, role, and number of students working with. **Given the limited number of spaces in the program, not all eligible applicants can be admitted.**

Degree Requirements

The two-year MT degree is composed of the equivalent of 18 half-courses, including practice teaching and a major research project and is undertaken on a full-time basis. Normally, a minimum grade of B is required for admission to this program. In addition to practice teaching, all candidates must complete a major research paper at the end of the program. Successful candidates will receive the MT degree and a recommendation from the Ontario College of Teachers for an **Ontario Teaching Certificate**. The major research paper will appear as a separate course CTL7099Y (which is equivalent to 2 of the 18 required half courses).

NOTE: CTL7099Y will not be offered until Summer 2014. Registration in the second year is contingent upon successful completion of all first-year work.

Concentrations

Applicants must select **one** of the following concentrations:

- **Primary/Junior** (junior kindergarten to grade 6)

Curriculum, Teaching and Learning

History

Prerequisites: Three full university courses in History

Mathematics

Prerequisites: Three full university courses in Mathematics

Music - Instrumental

Prerequisites: Three full university courses in instrumental Music or demonstrated proficiency in brass, winds or strings

Music - Vocal

Prerequisites: Three full university courses in vocal Music or appropriate background in Music

Science - General

Prerequisites: Three full university courses in Science

Visual Arts

Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience

Dramatic Arts

Prerequisites: No prerequisites are required

Intermediate/Senior Concentration

First Year Core Courses

- CTL7001H Educational Professionalism, Ethics and the Law
- CTL7004H Practice Teaching (Year 1)
- CTL7006H Reflective Teaching and Inquiry into Research in Education
- CTL7007H Authentic Assessment
- CTL7012H Issues in Secondary Education
- CTL7014H Fundamentals of Teaching

CTL7099Y Master of Teaching Research Project (**NOTE:** Course will be offered effective Summer 2014. Students will normally add CTL7099Y in May at the end of their first year in the MT. This course is not available to students who began in the program prior to 2013-14.)

Second Year Core Courses

- CTL7005H Practice Teaching (Year 2)
- CTL7008H Introduction to Special Education and Adaptive Instruction
- CTL7009H Anti-Discriminatory Education
- CTL7011H Child and Adolescent Development
- CTL7015H From Student to Professional
- CTL7016H Integrating Technology

The Intermediate/Senior concentration students must select one teaching subject from the following list as their first teaching subject and one as their second teaching subject:

- CTL7020Y Curriculum and Teaching in English - Secondary
- CTL7021Y Curriculum and Teaching in History - Secondary
- CTL7022Y Curriculum and Teaching in Mathematics - Secondary
- CTL7023Y Curriculum and Teaching in Science: Biology - Secondary

Prerequisites: Five full university courses in the first teaching subject and two full courses in the second teaching subject. In the case of CTL7023Y: Science - Biology, five full university courses in Science with a minimum of four of them in the area of Biology, are required regardless of whether it is the first or second teaching subject.

Please note that these courses are not offered every year. Consult the Master of Teaching Website www.oise.utoronto.ca/mt/index.html for a list of teaching subjects available for each admission year and for a selection of the second teaching subject.

Religious Education

All MT candidates interested in teaching in the Roman Catholic Separate

School system can choose to take the religious education elective course. A description of the preservice religious education course, related to the Standards of Practice for the Teaching Profession, is provided in the OISE Initial Teacher Education Calendar. This course is offered yearly and is offered in addition to the program requirements for the MT program.

Language and Literacies Education Program

Language and Literacies Education Program

Program Coordinator

J. Kerekes

Faculty

C. Connelly, A. Cumming (Head, Centre for Educational Research on Languages and Literacies (CERLL)), J. Cummins, G. Feuerverger, A. Gagné, J. Kerekes, C. Kosnik, N. Labrie, E. Piccardo, K. Rehner, R. Simon, N. Spada, S. Stagg-Peterson, P. Trifonas

Associate Faculty

B. Chen-Bumgardner, Applied Psychology and Human Development; R. Childs, Leadership, Higher and Adult Education; E. Geva, Applied Psychology and Human Development; M. Heller, Humanities, Social Sciences and Social Justice Education; R. Helms-Park, Department of Humanities, University of Toronto at Scarborough; E. Jang, Applied Psychology and Human Development

The Language and Literacies Education 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 the following within applied linguistics and literacies studies: (a) the learning, teaching, and use of first and additional (nonnative) 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.

Specific resources related to the program include the OISE library's Modern Language Collection, la Collection Franco-Ontarienne, the Children's and Young Adult literature collection, and the Centre for Educational Research on Languages and Literacies. The program offers three degrees: MEd, MA, and PhD.

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate bachelor's degree with high academic standing from a recognized university. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences,

particular research or professional interests, and future career goals.

The MEd consists of 10 half courses. Students must take a minimum of five CTL3000-level half courses within the program. Of these, 2 are required courses and must be selected from the following list:

Required MEd Courses (Select 2 from the list)

- CTL3000H Foundations of Bilingual and Multicultural Education
- CTL3002H Second Language Teaching Methodologies
- CTL3003H Planning and Organizing the Second Language Curriculum
- CTL3010H Second Language Learning

The MEd program of study may be taken on a full or part-time basis. All requirements for the degree must be satisfactorily completed by the following timelines:

Note: CIE1001H Introduction to Comparative, International and Development Education is accepted towards completion of program course requirements.

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

(see the Minimum Admissions and Degree Requirements section for degree requirements).

Master of Arts

Applicants are accepted under SGS general regulations, which specify

complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

Curriculum, Teaching and Learning Courses

Curriculum Studies & Teacher Development Program Courses

CTL1000H Foundations of Curriculum/Fondements de l' étude des programmes scolaires

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

B. Bennett, G. Feuerverger, K. Gallagher, R. Gaztambide-Fernandez, W. Seller, P. Trifonas, Staff

CTL1007H Communities of Learning: Teachers constructing professional knowledge

This course theorizes and operationalizes teacher development in a social and cultural structure: teacher book clubs. The course organizes teacher book clubs as communities of learners to socially and interdependently explore the construction of knowledge and relational learning, the related concept of communities of learners and, narrative as an heuristic for making sense and developing meaning. By integrating the three theoretical orientations, the course seeks to help teachers more fully understand how they learn, think, and develop their professional knowledge and identity. The class is organized into book clubs so that the collective membership, through their own practices and theorizing, develop a praxis for including communities of learners in school settings.

M. Kooy

CTL1011H Anti-Oppression Education in School Settings

In this course we will identify

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Hélène Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.

P. Trifonas

CTL1026H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation. This course is most suitable for primary and secondary teachers.

NOTE: Students who have previously taken CTL4000H are prohibited from taking this course
Staff

CTL1027H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.

NOTE: Students who have previously taken CTL4001H are prohibited from taking this course
Staff

CTL1028H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

Prerequisite: Permission of instructor

NOTE: Students who have previously taken CTL4002H are prohibited from taking this course.
Staff

CTL1029H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.

NOTE: Students who have previously taken CTL4004H are prohibited from taking this course

M. Kooy

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.

NOTE: Students who have previously taken CTL4007 are prohibited from taking this course
G. Feuerverger

CTL1032H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.

NOTE: Students who have previously taken CTL4008 are prohibited from taking this course
Staff

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.

NOTE: Students who have previously taken CTL4009 are prohibited from taking this course
G. Feuerverger

CTL1036H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.

NOTE: Students who have previously taken CTL4012 are prohibited from taking this course
C. Beck, C. Kosnik, Staff

CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways "Knowledge", "Teaching", and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.

NOTE: Students who have previously taken CTL4013 are prohibited from taking this course

S. Niyozov, Staff

CTL1038H Change and Curriculum Implementation

This course examines the nature of educational change and its impact on the implementation of curriculum. How change affects teachers and how new curricula affect classroom practice, form the central focus of the course. Three basic approaches to implementation, the fidelity perspective, mutual adaptation, and curriculum enactment, are used as a framework to examine the research on implementation and identify factors which enhance and hinder successful change efforts. The role of professional development and strategies for effective professional development practices in support of implementation constitute the third area of study in this course.

W. Seller

CTL1040H Fundamentals of Program Planning and Evaluation [RM]

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact, and

Staff

CTL1063H Pedagogies of Solidarity [36L]

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.

Enrolment Limits: 25

R. Gaztambide-Fernandez

CTL1099H Critical approaches to arts-based research [36L]

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

R. Cohen

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a grounding in mathematics education. D. McDougall

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.

Staff

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.

E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.

Staff

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.

Staff

CTL1211H Action Research in Science, Mathematics and Technology Education [RM]

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and appraisal, plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Class members need to be active in their work - e.g., currently working as a teacher, consultant, etc. - in order to carry out their projects. This course may be best taken after a few courses in a Masters level program, which may provide students with

some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.

E. Pedretti, L. Bencze, R. Cohen and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.

Staff

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.

Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.

E. Pedretti

CTL1216H Teacher Leadership in Science, Mathematics and Technology Education

This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teacher's work, the construction of teacher's knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organizational conditions of schools, which support teacher leadership and learning. 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.

J. Wallace

**CTL1217H Integrating Science, Mathematics and Technology
Curricula**

This course focuses on curriculum issues associated with integrating school science, mathematics and technology. Topics include the history of curriculum integration and school subjects, theoretical and practical models for integration, strategies for teaching in an integrated fashion, student learning in integrated school settings, models for school organization, and curriculum implementation issues. Participants will examine the contemporary literature on curriculum integration and will be encouraged to conduct and report on some action research into teaching practices.

J. Wallace

**CTL1218H Culture and Cognition in Mathematics, Science and
Technology Education**

This course explores the fundamentally cultural nature of all learning, but specifically learning of mathematics, science, and technology disciplines. The course is roughly split into three major sections. We begin with a brief overview of cultural-historical approaches to understanding learning and cognition. These theoretical frameworks begin with the assumption that cognition is fundamentally social and cultural, always grounded in activity, practices and communities. Secondly, we will focus on empirical research on mathematical, scientific and technological thinking in various contexts, ranging from elementary school mathematics classes to grocery shopping to carpet laying to theoretical physics. Finally, using the theoretical and empirical work as a foundation, we will study approaches to instruction based on the assumption that all learning is cultural.

CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]/La recherche qualitative en éducation: bases théoriques et pratiques [RM]

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie, Staff

CTL1307H Identity Construction and Education of Minorities/Identité collective et éducation minoritaire de langue française-

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.

D. Gerin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse

CTL1319H Religious Education: Comparative And International Perspectives [36L]

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.

Enrolment Limits: 25

S. Niyozov

Curriculum, Teaching and Learning

CTL1801H Action Research and Professional Practice [RM]

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, and participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

K. Broad, Staff

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.

K. Broad, and Staff

CTL1809H Narrative and Story in Research and Professional Practice [RM]

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

Prerequisite: Permission of instructor

NOTE: Students who have previously taken CTL4801 are prohibited from taking this course.

M. Beattie

CTL1810H Qualitative Research in Curriculum and Teaching [RM]

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

NOTE: Students who have previously taken CTL4802 are prohibited from taking this course

Staff

CTL1811H Writing Research - Research Writing: Moving from Idea to Reality

This course focuses on supporting graduate students at both the Master's and Doctoral levels who are preparing research proposals, theses, dissertations, and for the comprehensive exam. The course aims to advance the research, writing, and exam preparations for its members and at the same time create an academic community. It examines students' "works-in-progress" with the goal of improving and advancing their research. Course topics will include: defining the research question; framing the study; choosing an appropriate research methodology; gathering the data; analyzing the data; and writing the thesis. Through examination of various studies, students will deepen their understanding of the process of conducting research. One emphasis of the course will be research on teaching and teacher education. Each week, students will spend part of the class working in small groups with others who are at the same stage of the doctoral/master's journey. The course will include: feedback on their work, time to discuss aspects of the research process, and an opportunity to present their work in a friendly, supportive environment.

C. Kosnik

CTL1812H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL1816H Official Discourses and Minority Education

Intended for doctoral graduate students, the objective of the seminar is to do a critical examination of existing official discourses on minority education. The notion of minority students' inclusion is firmly inscribed in the official discourse in North America and in many countries around the world. From a critical theory standpoint, the course will emphasize the analysis of inclusion and other key concepts in the discourse on minority education with reference to society's power structure, as well as social justice and equity issues. This critical examination will bring students to consider how the inclusion of students from diverse racial, ethnic, and linguistic backgrounds is claimed to be accomplished in schools. To attain the objective of the course, official discourses will be examined through existing educational policies and reforms, teachers' training and teachers' daily work.

D. Gerin-Lajoie

CTL1817H Current Issues in Teacher Education

This course examines various issues of teacher education, including the longstanding criticisms (e.g. program is disjointed) while others are more recent concerns (e.g. defining a knowledge base for teachers). Specific topics will be examined in light of the current context of education with an effort to understand the complexity of becoming a teacher. This course will systematically examine the current research on teacher education. We will consider teacher education both within Canada and internationally. We will systematically work through various topics by reading widely, discussing issues, and trying to determine ways to reform and renew teacher education.

C. Kosnik

CTL1818H Arts in Education: Concepts, Contexts, and Frameworks

In this class students will survey a range of issues related to the arts in education, including philosophical and theoretical issues, justifications and approaches to the arts in schools, the role of the arts in communities, as well as contemporary media and popular culture. The course will have a broad and interdisciplinary focus and will introduce students to relevant frameworks for conceptualizing a wide range of artistic practices in various educational contexts both within and beyond schools. From a consideration of various rationales for the inclusion of the arts in general education to the educational experiences of artists themselves, the course will seek to bridge the distance between contemporary arts and cultural theory and the integration of the arts in education through curriculum implementation and research.

R. Gaztambide-Fernandez

CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices

In this course, we examine multiple and multicultural books. We examine the multicultural literature (what we read) as well as critically analyzing (how we read) these texts. Critical (indications of class, race and gender relations); multicultural (acknowledges the diversity in cultural experiences) analysis and social action/justice (what and how we act on these analyses) will guide our work together. The new knowledge constructed will inform how we create and develop critical perspectives and practices with students in the schools.

M. Kooy

CTL1822H Urban School Research: Youth, Pedagogy, and the Arts

This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, subjectivity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the development of school-based research projects will be a particular focus. Two of the primary goals of the course are: to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.

K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.

J. Miller

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on

and learning. Students are encouraged to bring their own subject domains (e.g., math, science, language arts, or second language education) to classroom discussions and course projects. Through this course, students will be able to: - critically evaluate various assessment initiatives that impacted educational practice in instructional planning, theories of cognition and learning, program evaluation, and policy. - have a better understanding of uses of assessment for different purposes and contexts; - select and discuss alternative assessment approaches for teachers in light of current curricular expectations; - have systematic

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

Staff

SRD4444H Doctoral Proseminar in Curriculum Studies and Teacher Development [36S]

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 CSTD 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 CSTD 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.

Enrolment Limits: Curriculum Studies and Teacher Development
doctoral students

Staff

PLEASE NOTE:

1) The following literacy in education courses now listed under the Language and Literacies in Education (LLE) program section of the Bulletin were formerly listed as Curriculum Studies and Teacher Education (CSTD) courses:

CTL3027H Curriculum Development for Effective Teaching /

Planification de la programmation pour un enseignement efficace

CTL3028H Language Arts in Primary Education

CTL3029H Children's Literature as a Foundation of Literate Behavior
Across the Curriculum

CTL3030H Theory and Practice in Elementary Literacy Instruction

CTL3031H Children's Literature Within a Multicultural Context

CTL3032H Teaching Writing in the Classroom

CTL3033H Advanced Seminar in Language and Learning: Theory and
Practice

2) CTL3034H New Literacies: Making Multiple Meanings, is cross-listed between LLE and CSTD and will therefore also count towards CSTD program requirements.

Language and Literacies in Education Program Courses

acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.

N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education [RM]

The last forty years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
Staff

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.

A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
Staff

CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education. Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with

CTL3028H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred

academic term in which the course is to begin.

Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in LLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfill the purpose of CTL3798, which is normally conducted on a tutorial basis.)

Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.

N. Spada

CTL3803H Ethnographic Research in the Language Disciplines

Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

J. Kerekes, M. Heller, T. Goldstein

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.

Staff

CTL3807H Second Language Education Research Methods [RM]

For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.

A. Cumming and N. Spada

CTL3808H The Role of Instruction in Second Language Learning

This course examines theory and research on the role of instruction in second language acquisition. The central issues to be addressed are the extent to which different types of instructional input and corrective feedback contribute to second language acquisition (SLA). The extent to which different language features and proficiency levels interact with instructional input is also examined alongside other learner and teacher variables.

N. Spada

CTL3809H Research Seminar in Sociocultural Theory and Second Language Learning

This course is an advanced seminar intended for students who are conducting second language learning research within a sociocultural theory (SCT) of mind framework. It will support students a) in developing their research ideas into a thesis proposal; b) in analyzing, coding and interpreting their data; c) in working through the conclusions and implications of the results of their research. The topics covered will include: SCT and its (in)commensurability with other theories, dynamic assessment, identity, agency, inner speech, private speech, play, classroom-based research, collaborative dialogue, genetic analysis, mediation, internalization, ZPD, etc.

Staff

CTL3997H Practicum in Second Language Education: Doctoral Level

An individualized course linking research and theory in 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.

Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in LLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfill the purpose of CTL3998, which is normally conducted on a tutorial basis.)

Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JTE1952H Language, Culture, and Education/Langue, culture et éducation

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

Staff

CTL7005H Practice Teaching (Year 2) - P/F

In this second year course, teacher candidates are placed in partnership schools in public and separate school systems and in other settings that use the Ontario curriculum. Teacher candidates are under the joint supervision of field teachers on site and an academic staff member at OISE. Teacher candidates may have experience in one or both of their

CTL7014H Fundamentals of Teaching

This course will explore the complexity of schools and place of the school in the community. Practical issues around lesson planning, unit planning,

Humanities, Social Sciences and Social Justice Education Faculty

Chair

Rinaldo Walcott, PhD (Toronto)

Associate Professor, Chair

(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)

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Associate Chair

Megan Boler, PhD (California, Santa Cruz)

Professor

(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Graduate Coordinator

Roland Sintos Coloma, PhD (Ohio State)

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Faculty

Lauren Bialystok (Toronto)

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Eric Bredo, PhD (Stanford)

Professor and Chair, LHAE Department, and cross-appointed to HSSSJE

Humanities, Social Sciences and Social Justice Education

and sexuality)

Franca Iacovetta, PhD (York)

Professor, Department of History
(*women and gender; immigrants, minorities, and comparative migration; social and labour history and transnational labour militancy*)

Eric Jennings, PhD (California, Berkeley)

Associate Professor, Department of History
(*French history; history of tourism; history of medicine; history of French colonialism [Vietnam, Madagascar]*)

Michelle Murphy, PhD (Harvard)

Associate Professor, Department of History
(*20th century; gender and race; history of science, technology, biopolitics, and medicine; social and cultural theory*)

Ian Radforth, PhD (York)

Professor, Department of History
(*Canadian social and cultural history*)

Elizabeth M. Smyth, EdD (Toronto)

Professor and Vice-Dean, Programs, School of Graduate Studies
(*history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education*)

Pietr Wrobel, PhD (Warsaw)

Associate Professor, Department of History
(*modern central Europe; Poland; national minorities*)

Associated Faculty - Philosophy of Education

Frank Cunningham, PhD (Toronto)

Professor, Philosophy Department, University of Toronto
(*political philosophy; philosophy in high schools; philosophy of education*)

Mario Di Paolantonio, PhD (Toronto)

(*ethics; social memory and pedagogy; legal Commemoration; social and political thought; Commemorative pedagogy; philosophy of education*)

Mario O. D'Souza, PhD (Toronto)

(*philosophy of education; Catholic educational theory; culture and education*)

Elizabeth Gould, DMA (University of Oregon)

Associate Professor, Faculty of Music, Music Education Division, University of Toronto
(*feminism and music education; queer theory; performative subjectivities*)

Kathryn Pauly Morgan, PhD (Johns Hopkins)

Professor, Philosophy Department; Institute for Women's Studies and Gender Studies
(*social philosophy; feminist philosophy of education; philosophy of sexuality*)

Amy Mullin, PhD (Yale)

Professor, Philosophy Department, University of Toronto
(*feminist ethics; aesthetics; relations of children and mothers; disability studies*)

Jeff Stickney, PhD (Toronto)

(*philosophy of language; ethical and political philosophy; historical ontology and epistemology; classical Greek philosophy*)

Peter Trifonas, PhD (British Columbia)

Associate Professor, Curriculum Teaching and Learning
(*postmodernism; critical theory; curriculum theory; cultural studies*)

Associated Faculty - Humanities, Social Sciences and Social Justice Education

Jacqui Alexander, PhD (Tufts)

Professor, cross appointed from the Women and Gender Studies Institute, New College, University of Toronto
(*transnationalism, feminism, post-colonialism*)
jacqui.alexander@utoronto.ca

Deborah Harrison, PhD (York)

Professor (ret'd) & Adjunct Professor of Sociology, University of New Brunswick (Fredericton)
(*gender & militarism, military families, violence against women, institutional ethnography*)
harrison@unb.ca

D. Alissa Trotz, PhD (Cambridge)

Associate Professor, cross-appointed from Women and Gender Studies Institute, University of Toronto
da.trotz@utoronto.ca

Professors Emeriti/Retired Faculty

Sandra Acker, PhD (Chicago)
Deanne Bogdan, PhD (Toronto)
Dwight Boyd, EdD (Harvard)
Margrit Eichler, PhD (Duke)
Michael Fullan, PhD (Toronto)
Edward B. Harvey, PhD (Princeton)
Brent S. Kilbourn, PhD (Toronto)
Helen Lenskyj, PhD (Toronto)
David W. Livingstone, PhD (John Hopkins)
Rod Michalko, PhD (UBC)
Dieter Misgeld, Dr. Phil (Heidelberg)
Ruth Roach Pierson, PhD (Yale)
Alison Prentice, PhD (Toronto)
Dorothy E. Smith, PhD (California, Berkeley)
Stephen T. Rusak, PhD (Alberta)

Humanities, Social Sciences and Social Justice Education

The Department of Humanities, Social Sciences and Social Justice Education provides students with critical understandings of the social, historical, cultural, political, economic, and ethical contexts of education, broadly conceived. Based on the diverse intellectual traditions of the humanities and social sciences, the department is committed to multi- and interdisciplinary studies in education, with a focus on history, philosophy, sociology, and social justice education. Through humanities, social sciences, and/or social justice education, faculty teaching and research includes anti-racism, critical race theory and Indigenous studies; aesthetics, media, and communication; feminist and gender studies; class and poverty studies; francophone studies; post-colonial, diaspora, and transnational studies; queer and disability studies; and/or may follow traditional disciplinary inquiry. The department aims to provide graduate students and initial teacher education students with the disciplinary background, substantive knowledge, and theoretical language necessary to raise questions of critical importance to educational theory, practices, and society.

Contact and Address:

Web: www.oise.utoronto.ca
Department of Humanities, Social Sciences and Social Justice Education
The Ontario Institute for Studies in Education (OISE)
University of Toronto

12th Floor North, 252 Bloor Street West
Toronto, Ontario M5S 1V6

General Information

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

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

For information about registration, contact your liaison officer in the Registrar's Office, Graduate Studies Registration Unit, Room 4-485:

Karen Williamson, Liaison Officer, (Last name A-F)
Telephone: 416-978-1636
E-mail: ka.williamson@utoronto.ca

Linda Pereira, Liaison Officer, (Last name G-M)
Telephone: 416-978-1657
E-mail: linda.pereira@utoronto.ca

Ruth Rogers, Liaison Officer, (Last name N-Z)
Telephone: 416-978-1654
E-mail: ruth.rogers@utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

Centre for Integrative Anti-Racism Studies

History & Philosophy of Education Program

History & Philosophy of Education Program

NOTE: Admissions have ceased for the MA, MEd, EdD and PhD degrees in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields and are interested in these areas should now apply to the Humanities, Social Sciences and Social Justice Education program.

There are two Fields of Specialization within the History and Philosophy of Education Program:

- History of Education
- Philosophy of Education

Given the close relationship of these two disciplines within our Program, Philosophy of Education students are normally required to take HSJ1419H, Historiography and the History of Education (or an equivalent approved by the Program Co-ordinator) while History of Education students are normally required to take HSJ1440H, Introduction to the Philosophy of Education (or an equivalent approved by the Program Co-ordinator). Students are encouraged to sample courses from the affiliate area –e.g., in the case of Philosophy of Education students, to sample History of Education course offerings.

History of Education Field

Core Course Requirements

Students in the MA, EdD and PhD degrees with a specialization in History of Education are required to take HSJ1419H unless it (or an equivalent) has been taken previously. Candidates for the MEd degree with a specialization in History of Education are required to take HSJ1460H (History and Educational Research [RM]). All students in the History field are required to take HSJ1440H (Introduction to Philosophy of Education) or an equivalent approved by the Program Coordinator.

Degrees

NOTE: Admissions have ceased for the MEd, EdD, MA and PhD degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education program.

The MEd and EdD degrees are intended primarily for educational practitioners while the MA and PhD degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the **MEd Option II**, which requires a major research paper and the **MEd Option IV**, which requires 10 half-courses only. The EdD has a minimum period of full-time study. The MEd and MA may be pursued on a full- or part-time basis. The PhD must be undertaken on a full-time basis.

In addition to the requirements found in Minimum Admission and Degree Requirements section, MA and PhD applicants with this area of interest are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

Master of Education

NOTE: Admissions have ceased for the MEd degree in History and

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Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education program.

The MEd degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). Students enrolled in **Option II** are expected to take at least four half-courses in History of Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of HSJ1460H (History and Educational Research [RM]) is mandatory in both options.

Doctor of Education

NOTE: Admissions have ceased for the EdD degrees in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education program.

The EdD degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. An interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum EdD degree requirements (for candidates who have a master's degree equivalent to the History of Education MEd or MA) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory EdD seminars (HSJ3490H - EdD Seminar in the History of Education: I, and HSJ3491H - EdD Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All EdD students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

NOTE: Admissions have ceased for the MA degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education program.

Qualified applicants who hold a bachelor's degree with high academic standing from a recognized university with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for

of Education is required (or an equivalent approved by the Program Coordinator). Two of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy may, upon approval, be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

NOTE: Admissions have ceased for the MA degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education program.

Qualified applicants who hold a bachelors degree in Philosophy or a related standing from a recognized university with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. This degree requires completion of two core courses: HSJ1440H, Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken), and HSJ1419H, Historiography and the History of Education (or an equivalent approved by the Program Coordinator). Two of the remaining four courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses.

Applicants with undergraduate majors in related social sciences and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy.

Doctor of Philosophy

NOTE: Admissions have ceased for the PhD degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Humanities, Social Sciences and Social Justice Education

completed.

This degree program has a unique professional character and is distinct from the PhD in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. The EdD Degree in HSSSJ requires a dissertation.

Doctor of Philosophy/ Flexible-time Doctor of Philosophy

The PhD degree program is designed to provide opportunities for advanced study, original research, and theoretical analysis. PhD students must maintain full-time status throughout their program of study. All students in this degree program must also successfully complete a non-credit HSSSJ Thesis Seminar course (HSJ3903H) prior to the required comprehensive examination. The PhD degree in HSSSJ requires a comprehensive exam and a dissertation.

The Department admits a small number of students to the **Flexible-time PhD**. The flexible-time PhD differs from the full-time PhD only in design and delivery. Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the standard full-time PhD option. However, **in addition**, applicants to the flexible-time PhD have demonstrated that they are active professionals engaged in activities relevant to their proposed program of study. Flexible-time PhD students register full-time during the first four years, and may request part-time during subsequent years of the program. Flexible-time PhD students must complete the requirements of their degree within 8 years.

Humanities, Social Sciences and Social Justice Education Courses

History & Philosophy of Education Courses

NOTE: Admissions have ceased for the MA, MEd, EdD and PhD degrees in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields and are interested in these areas should now apply to the Humanities, Social Sciences and Social Justice Education program.

HSJ1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
Staff

HSJ1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
Staff

HSJ1404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.
Staff

HSJ1405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
Staff

HSJ1410H Schooling in the Movies: Education as Reflected in Hollywood Films

The course will be built around a series of six two week class units. In the first class of each unit students will view a film after which, with the film still fresh in mind, they will have a first discussion of the film and issues it raises. For the next class students will watch a second film on the same topic from a short list supplied, read contemporary reviews for both films, read assigned monographs or articles related to the historical period or subject matter of the films and prepare a short ca fprepa distoped tada and the

Humanities, Social Sciences and Social Justice Education

HSJ1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

Staff

HSJ1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

Staff

HSJ1423H The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kinds of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

Staff

HSJ1424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

Staff

HSJ1426H The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.

Staff

HSJ1427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.

Staff

HSJ1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

Staff

HSJ1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

Staff

HSJ1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

Staff

HSJ1432H Knowledge, Mind, and Subjectivity: Foucault and Education

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).

Staff

HSJ1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

J. Portelli

HSJ1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

M. Boler

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 HSJ1461H - "Special Topics in History: History Wars: Issues in Canadian History Education".

Staff

HSJ1460H History and Educational Research [RM]

A seminar course required of all MEd students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

Staff

HSJ1461H Special Topics in History of Education

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

Staff

HSJ1465H Special Topics in Philosophy of Education

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

Staff

HSJ1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.

J. Portelli

HSJ1472H Philosophical Questions About the Teaching of Philosophy

This new offering introduces students to key issues regarding teaching philosophy to a range of ages and in a variety of contexts. One course aim is to allow students to tie philosophical thought more directly to teaching and learning in schools in a way that allows them to improve both student learning and their own teaching. Open to graduate students and teacher candidates in all disciplines, attention will be devoted to pedagogical practices such as differentiated instruction and teaching learners of diverse abilities and ages as it relates to philosophical

HSJ1900H Introduction to Sociology in Education/Introduction à la sociologie de l'éducation

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 unthe

**HSJ1923H Racism, Violence, and the Law: Issues for Researchers
and Educators**

transactions.

R.S. Coloma

HSJ1929H Theorizing Asian Canada

The course offers interdisciplinary approaches to critical inquiries into the historical, socio-cultural, and political forces that shape our knowledge about peoples of Asian heritage in Canada and in the diaspora. It foregrounds the intersections of race and ethnicity with other indices of difference, such as gender, class, migration, sexuality, ability, language, and spirituality in local, national, and global contexts. It engages with theoretical, empirical, and methodological issues related to inquiries on Asian Canadians, and draws out implications for intellectual, educational, and policy arenas.

R.S. Coloma

HSJ1930H Race, Indigenous Citizenship and Self-Determination: Decolonizing Perspectives

This course explores histories of racism, displacement and legal disenfranchisement that create citizenship injustices for Indigenous peoples in Canada. It aims to highlight a set of decolonizing perspectives on belonging and identity, to contest existing case law and policy, and to deconstruct the normative discourses of law, liberalism and cultural representation that govern and shape current nation-to-nation relationships between Ongwehoweh (real people) and colonial-settler governments. The course is centered on exploring the possibilities, challenges and contradictions raised by resurgence strategies and reparation involving citizenship injustice from an anti-racist, anti-colonial and indigenous-centered perspective.

M. Cannon

HSJ1951H The School and the Community/L'école, la participation parentale et la communauté

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.

Récemment, plusieurs initiatives ont été mises en oeuvre pour donner une plus grande place à la participation parentale/ familiale/ communautaire dans l'éducation des enfants. Dans plusieurs pays, des réformes éducatives sont entreprises afin de rendre les administrations scolaires davantage responsables et redevables face aux communautés. En ce sens, la communauté, notamment par l'action des parents, est invitée à jouer un plus grand rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Certains voient dans cette "mise en marché de l'éducation", un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet des rôles des parents, de la communauté et de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, la question à savoir comment le système en place pourrait mieux prendre en considération les visions et les attentes de multiples communautés de parents/tuteurs.

D. Farmer

HSJ1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

S. Razack

HSJ1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

R. Walcott

HSJ1957H Doing Disability in Theory and Everyday Life

"Doing Disability" brings us to a central premise of disability studies-- disability is a space of cultural practices done by and to people. From this premise, it follows that we are never alone in our bodies and so disability represents the material fact that bodies, minds, and senses always appear in the midst of people. Assuming that disability is done and re-done through everyday discursive practices, disability studies turns to a range of interdisciplinary work that enriches the potential to challenge our taken-for-granted understandings of social and political life. Theorizing how we do disability, even in the everyday of the (our) classroom, provides the occasion to critically engage contexts, such as education, mass media, and the built environment, as they intersect with issues of identity and difference; embodiment; narrative; the constitutive structuring of ordinary, agentive, viable, life at their opposites. Orienting to disability as a social accomplishment of everyday life is a way to examine how versions of what counts as human are culturally organized and governed. Made by culture, disability is a key space of practices where we might theorize culture's makings. In this course, we explore social models and theories of disability, so as to develop a critical understanding of disability's appearance in everyday life and to work to open ourselves to question how these new non-medicalized ways of knowing disability might influence pedagogical structures and practices.

T. Titchkosky

HSJ1959H Theoretical Frameworks in Culture, Communications and Education

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms dréppy ompicetid in eow we dan en i alorne are 4 Tprngs eslctip 0 0oie ex5ewe dht

HSJ1961H Spirituality and Schooling: Sociological and Pedagogical Implications in Education

Exploring spirituality within the context of education will create new pathways of understanding for educators and students. By weaving spirituality into learning and knowledge creation discourse, educators and learners can foster spiritual growth while strengthening the connections between knowledge and the process of schooling. The main objective of this course, therefore, will be to create an educational space that develops students' spiritual interconnectedness in relation to learning, schooling and the community at large. Spirituality is very important in many people's lives, and valuing the spirituality of students means valuing their uniqueness as individuals, regardless of race, gender, creed, sexuality or ability. Spirituality has been silenced and marginalized as a discourse or embodied knowledge in the academy. The course will survey the literature that examines spirituality and knowledge production from a wide range of perspectives, such as from various Eastern, African, indigenous traditions, and from both religious and secular traditions. The course will examine the intersections between issues of spirituality and environment, health, colonialism, gender, sexuality, the body and so on.

Staff

HSJ1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Gender is understood to operate together with a range of other 'diverse' identities such as race, class and age. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; feminist pedagogies and strategies for change.

Staff

HSJ1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory -- a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

N. Wane

HSJ1992H Feminism and Poststructuralism in Education

In this course, we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.

K. Dehli and R. S. Coloma

HSJ2941H Social Inequities and Education: Theoretical Implications/Stratification sociale et système scolaire

This course provides a theoretical examination of how social inequities are being (re)produced in everyday life, namely through education. It will

**HSJ3929H Advanced Disability Studies: Interpretive Methods,
Interpreted Bodies: Research Methods**

This course proceeds from scholarly work that conceives of embodiment as a socio-political phenomenon. The purpose of this course is to open to critical inquiry cultural representations of physical, sensory, mental, etc, variations. Through an interrogation of disability as it is experienced, known, or managed we will develop transgressive methods of reading and writing that explore the complex social significance of embodied diversity. The aim is to challenge taken-for-granted and dominant representations of the meaning of transgressive bodies in various social arenas, such as medicine and education. The course relies on and teaches critical interpretive methods of social inquiry. Potential topics include uncovering how transgressive bodies are typically known and how different interpretive relations can transgress what is said and done to such bodies. We will treat disability as a complex and conflicting scene of representation where knowledge production, power relations, and identity formation can be examined and transformed.

T. Titchkosky

**HSJ3930H Methods to Avoid Sexist, Racist and Ableist Biases in
Research [RM]**

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Building an Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

Staff

**HSJ3933H Globalisation and Transnationality: Feminist
Perspectives**

JSA5147H Language, Nationalism and Post-Nationalism

The purpose of this course is to examine the relationship between ideologies and practices of language and nation, from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of major European nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the construction, positioning and repositioning of so-called linguistic minorities and indigenous rights movements (the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here); the commodification of language and identity in the current economy; language and globalization; and current debates on the ecology of language and language endangerment. Throughout we will also examine the role of linguists, anthropologists and other producers of discourse about language, nation and State in the construction of theories of nation, ethnicity, race and citizenship.

M. Heller

JTE1952H Language, Culture, and Education/Langue, culture et éducation

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.

M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at

teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

S. Acker

WPL2944H Sociology of Learning and Social Movements

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory -- that to date have encountered one another only rarely and when so, virtually always inadequately. Our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, outcomes and change. The course will emphasize learning as a unified composite of

Chair of the Department

Eric Bredo, PhD (Stanford)

Professor

(philosophy of education, sociology of education, pragmatism, conceptual issues in educational theory and research, ethical aspects of educational research, policy and practice)

Associate Chairs of the Department

Reva Joshee, PhD (British Columbia)

Associate Professor

(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)

Jack Quarter, PhD (Toronto)

Professor and Co-Director, Social Economy Centre

(nonprofits and co-operatives within a social economy framework; Projects: the impact of social-purpose enterprises on socially marginalized groups; the potential interchangeability of volunteers and paid labour in nonprofit organizations; mapping and conceptualizing the social economy; co-operatives and credit unions; Interests: the social economy, community development, and workplace and economic democracy)

Adult Education and Community Development Program Faculty

Bonnie Burstow, PhD (Toronto)

Senior Lecturer

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

Jamie-Lynn Magnusson, PhD (Manitoba)

Associate Professor

(gender and equity; globalization; power and knowledge)

Angela Miles, PhD (Toronto)

Professor

(feminist theory; women's human rights; critical theory; social movements; globalization and local & global resistance; community education, development and change; alternative development paradigms; gift economies)

Kiran Mirchandani, PhD (McGill)

Associate Professor

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

Shahrazad Mojab, PhD (Illinois)

Professor

(Marxist-feminism and anti-racism pedagogy; educational policy studies; comparative and international adult education; women, war, violence and learning; migration, work, and transnationalism; adult education and theories of post-colonialism and capitalism; adult education and revolutionary movements; (in)security and youth; memory, memoirs, and

the arts)

Karen Mundy, PhD (Toronto)

Professor and Canada Research Chair. Associate Dean Research
(international and comparative education; sociology of education; education policy in developing countries; education in Africa; literacy and adult education; global governance in education)

Jack Quarter, PhD (Toronto)

Professor and Co-Director, Social Economy Centre

(nonprofits and co-operatives within a social economy framework; Projects: the impact of social-purpose enterprises on socially marginalized groups; the potential interchangeability of volunteers and paid labour in nonprofit organizations; mapping and conceptualizing the social economy; co-operatives and credit unions; Interests: the social economy, community development, and workplace and economic democracy)

Jean-Paul Restoule, PhD (Toronto)

Associate Professor

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

Peter Sawchuk, PhD (Toronto)

Associate Professor

(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory; Marxist theory)

Educational Administration Program Faculty

Stephen Anderson, PhD (Toronto)

Professor

(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, PhD (Stanford)

Professor and Director, Collaborative Educational Policy Program

(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Carol Campbell, PhD (Strathclyde)

Associate Professor

(connecting research, policy and practice; large-scale educational change; leadership; professional capacity; student achievement and equity)

Ruth Childs, PhD (North Carolina)

Associate Professor

(educational assessment; psychometric methodology; research methods; program evaluation)

Joseph Flessa, PhD (California, Berkeley)

Associate Professor and Program Coordinator

Acting Director, Centre for Urban Schooling
(urban educational policy, politics, and reform; principals and other leadership roles; school/community connections; social and educational inequalities)

Jane Gaskell, EdD (Harvard)

Professor

(sociology of education, policy analysis, feminism, secondary education)

Reva Joshee, PhD (British Columbia)

Associate Professor

(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)

Ben Levin, PhD (Toronto)

Professor and Canada Research Chair
(educational leadership; educational finance; educational policy)

Ann E. Lopez, PhD (Toronto)

Lecturer and Acting Academic Director, Initial Teacher Education
(teacher education; social justice and equity in schools; culturally responsive pedagogy; inclusive curriculum; educational administration and leadership)

Blair Mascall, PhD (Toronto)

Associate Professor
(school change; leadership; large-scale educational reform)

John Portelli, PhD (McGill)

Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

James J. Ryan, PhD (Toronto)

Professor
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Terezia Zoric, BEd (Toronto), MA (York), OCT

Senior Lecturer, Social Diversity in Schooling, cross-appointed to HSSSJE
(social diversity; environmental justice; equity; political economy; school policy; alternative schooling; teacher education; activism and citizenship)

Marvin A. Zuker, LL.B (Osgoode), MEd (Toronto)

Associate Professor
(legal context of education; advanced legal issues in education and higher education; the law under legal context of education)

Higher Education Program Faculty

Tony C. Chambers, EdD (Florida)

Associate Professor and Director, Centre for the Study of Students in Postsecondary Education, OISE
(student learning, development and success; student engagement; the public purposes of higher education)

Ruth Childs, PhD (North Carolina)

Associate Professor
(educational assessment; psychometric methodology; research methods; program evaluation)

Peter Dietsche, PhD (Toronto)

Assistant Professor, William G. Davis Chair in Community College Leadership
(student learning and development; quality; accountability; organizational effectiveness; strategic planning; organizational change)

Ruth E. S. Hayhoe, PhD (London)

Professor
(comparative higher education; international academic relations; higher

education in East Asia)

Angela Hildyard, PhD (Toronto)

Professor and Vice-President, Human Resources and Equity, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, PhD (Toronto)

Professor and Program Coordinator, Ontario Research Chair in Postsecondary Education Policy and Measurement
(governance; policy; higher education systems; academic work)

Linda Muzzin, PhD (McMaster)

Associate Professor, HEG Coordinator of Health Professions MEd and cross-appointed to Pharmacy, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Charles Pascal, PhD (Michigan)

Professor, cross-appointed to APHD
(relationships among policy, research and practice; higher education policy and leadership)

Creso Sá, PhD (Pennsylvania State)

Associate Professor
(public policy analysis; organizational studies; research policy; university-industry collaboration; technology transfer; science-policy interface)

Tricia Seifert, PhD (Iowa)

Assistant Professor
(student engagement, student learning and development, student affairs and services; quantitative methodology)

Associated Faculty - Adult Education and Community Development

Anne Goodman, PhD (Toronto)

Lecturer and Coordinator, Community Healing and Peacebuilding
(community healing and peacebuilding, reconciliation, culture of peace; transformative learning; indigenous knowledges)

Caroline (Carly) Manion, PhD (Toronto)

Associated Instructor

(comparative and international education; gender; social development; civil society; policy sociology; educational multilateralism; governance; globalization studies; diversity studies in education; religion and education)

Sherida Ryan, PhD (Toronto)

Lecturer and Co-Director, Social Economy Centre
(community development; communication technology; social purpose enterprise; knowledge mobilization)

Jennifer Sumner, PhD (Guelph)

Lecturer and Coordinator, Adult Education for Sustainability
(sustainability; food; globalization; rural communities; critical pedagogy)

Associated Faculty - Higher Education

Mathieu Albert, PhD (Montreal)

Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(sociology of sport, education and technology, production of knowledge)

Zubin Austin, PhD (Toronto)

Associate Professor, Faculty of Pharmacy
(learning and development in the health professions)

Jorge Balan, PhD (Texas)

Senior Researcher, Centre for the Study of State and Society (CEDES),
Buenos Aires
*(higher education and public policy, sociology of higher education,
comparative higher education)*

(socio-politics of knowledge; professional education; critical and post-

Comparative, International and Development Education
Dynamics of Global Change
Educational Policy
Environmental Studies
Ethnic and Pluralism Studies
Sexual Diversity Studies
Women and Gender Studies
Workplace Learning and Social Change

NOTE: Prospective applicants should review the detailed information about specific collaborative programs in the Collaborative Graduate Degree Programs section at the back of this *Bulletin*.

General Information

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

If you require further application information, contact:

this Program, but must commence their program of study with OISE courses.

Degrees

Master of Education

Admission to the Master of Education program normally requires **mid-B** standing in the final year of an appropriate bachelor's degree in a relevant discipline or professional program. Students are also required to have at least a year of relevant work, community or volunteer experience.

The MEd degree can be taken on either a full-time or part-time basis. It serves individuals seeking to develop skills for education, community and organizational development roles in a wide range of settings in public, private and voluntary sectors. The MEd program of study includes 10 half-courses usually at the 1000-level and no thesis. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take one core course consisting of either LHA1100H Introduction to Adult Education or LHA1102H Community Development: Innovative Models. In addition, one research course is recommended. Master of Education students wishing to undertake significant research during their regular 10 course program may choose to take LHA1183H Master's Research Seminar and LHA1191H Research Support Seminar, or LHA1405H and LHA1406H Introduction to Qualitative Research Parts I & II.

Master of Arts

Admission to the Master of Arts program normally requires a **mid-B or better** in the final year of an appropriate bachelor's degree in a relevant discipline or professional program. At least a year of relevant work, community or volunteer experience is highly desirable.

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

E-mail: tlcentre.oise@utoronto.ca

Website: www.tlcentre.org

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

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

Interdepartmental Research Areas

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

Aboriginal Education

The Adult Education and Community Development program, along with the departments of Curriculum, Teaching and Learning, and Humanities, Social Sciences and Social Justice Education, collaborate in this interdepartmental research area and in the development of Aboriginal Education studies. The Indigenous Education Network (IEN) is the OISE-wide forum for students and faculty to work together on shared research and teaching interests. The IEN and the Aboriginal Student Caucus offices are located in the department of Leadership, Higher and Adult Education.

Participating faculty:

Jean-Paul Restoule, Bonnie Burstow, Angela Miles (LHAE), Suzanne L. Stewart (APHD), Martin Cannon (HSSSJE).

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

Workplace Learning and Change

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

The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the changing meanings of work; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production. This focus subsumes a broad interpretation of the workplace, including the home and community, and non-formal as well as formal workplace arrangements.

Educational Administration Program

Educational Administration Program

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, and Social Diversity in Education. Students may choose to focus their attention on courses in one of these four research areas or to explore the field more broadly. Several programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Degrees

The MEd and EdD degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The MA and PhD degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The MA appeals to those with an excellent academic background who want to continue to the PhD. The PhD is especially of interest to those considering a career in the university or in research.

Master of Education

The MEd program in Educational Administration 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. The MEd degree may be pursued either part-time or full-time.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, desirable departmental criteria for admission to an MEd degree program are as follows:

- an appropriate bachelor's degree with high academic standing from a recognized university (equivalent to at least **Mid-B or better** in final year), preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
- an interest in the study and practice of administration;
- academic qualifications beyond the first degree;
- two letters of reference (see Application Procedures section).

Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by an academic referee.

Degree Requirements

There are three options within the MEd program in Educational Administration for all students. New MEd students are placed in Option IV initially. To change to another Option, students should first meet with their faculty advisor to discuss their academic program. The suggested timeline for this is after the student has completed three or four courses. A change of option request requires the recommendation of the faculty advisor and the signature of the Program Coordinator.

The three program options are:

Option II which is comprised of:

- three required courses
 - LHA1003H - Conducting Research in Educational Administration [RM]
 - LHA1040H - Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
 - LHA1041H - Educational Administration II: Social and Policy Contexts of Schooling;

NOTE: LHA1040H and LHA1041H should preferably be the first courses taken in a student's program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended and should be taken at the beginning of the program.

- five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
- a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

- three required courses

LHA1003H - Conducting Research in Educational Administration [RM]
LHA1040H - Educational Administration I: Introduction to Educational
Administration: Policy, Leadership and Change
LHA1041H - Educational Administration II: Social and Policy Contexts
of Schooling;

NOTE: LHA1040H and LHA1041H should preferably be the first
courses taken in a student's program of study. LHA1003H should be
taken toward the end of the program of study. LHA1004H is strongly
recommended and should be taken at the beginning of the program.

- b. three other half-courses, of which at least one must be in Educational
Administration. Students may choose to focus on one of the four
research areas: Policy, Leadership, Change, and Social Diversity;
a comprehensive thesis to be carried out under the guidance of a

The requirements for admission to the EdD program are the same for both the Regular EdD Stream and Cohort-Based Stream. In addition to the general requirements given in the Minimum Admission and Degree Requirements section, the Educational Administration Program specifies the following:

- a. the applicant should hold an appropriate master's degree, with specialization in Educational Administration, with high academic standing from a recognized university. Additional coursework will be required from those who do not have a background in administrative studies;
- b. a master's thesis or qualifying research paper (QRP) will be required;
- c. the applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues;
- d. the applicant must also provide two letters of reference, at least one of which should come from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Regular EdD Stream

The Regular EdD Stream in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring Educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The EdD degree may be commenced full-time or part-time. However, a minimum of one year of full-time study is required. Once enrolled full-time, students must maintain 60 hours registration each year. The program is designed to be completed in 4 to 5 years. Most courses are scheduled in the evening to accommodate students who are working full time.

Degree Requirements

The Regular EdD degree program is organized into six complementary components:

- a. EdD core seminars, which consist of two half courses (LHA3040H and LHA3041H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
- b. two of the following three half courses or their equivalent: LHA3042H, LHA3043H, or LHA3044H (LHA3044H is strongly recommended);
- c. two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, or Social Diversity;
- d. elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program. Individual Reading courses are electives and should not be taken at the beginning of a student's program.
- e. a comprehensive examination and a thesis proposal hearing;
- f. a doctoral thesis.

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if

selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Students are responsible for meeting all of the degree requirements as outlined in this Bulletin, unless changes are approved in writing by the doctoral Program Coordinator.

Further information on doctoral programs is available from:

Jim Ryan
Telephone: 416-978-1152
E-mail: jim.ryan@utoronto.ca

Cohort-Based Stream

The EdD Cohort-Based Stream in Educational Administration is intended to develop highly competent leaders for senior administrative positions in school systems, colleges, universities, and other educational institutions (such as the Ministry of Education). The program is specifically designed to help working professional educators develop the intellectual and research skills to refine their practice as leaders in school systems and in post-secondary education. Students in this program have the opportunity to undertake a significant academic accomplishment while continuing to work at their current roles.

The focus of the program is on advanced, theory-informed, professional practice. Reflective practice is used as the lens through which advanced theory and research on policy, leadership, change, and social diversity are applied to practical administrative problems. The program is designed to satisfy the needs of leaders who recognize the need for further professional inquiry and analysis to deal with the increasing complexity of problems related to the operation of educational organizations. Through their studies in this program, students will seek to understand theory, make research-informed decisions, examine their own practice, critically evaluate policy, and engage others in collaborative endeavours to improve student learning.

Students in this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Students should be aware this program takes a minimum outline of (St

fee until all degree requirements have been completed.

The EdD degree program is organized into five complementary components:

EdD core courses are six mandatory half courses:

LHA1042H Educational Leadership and Cultural Diversity
LHA1045H Language Policy Across the Curriculum
LHA3046H Gender Issues on Educational Leadership
LHA3055H Democratic Values, Student Engagement and Democratic Leadership

Certificates

For information on certificates offered by this and other programs, please see the Non-Degree Certificates Offered at OISE section of this Bulletin.

Higher Education Program

Higher Education Program

Degrees

Master of Education

The Higher Education Program offers an MEd in Higher Education including an MEd Specialization in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the MEd in Higher Education are required to pursue the MEd **Option IV** program of study. **Option IV** is also available in a cohort format. Students in the MEd in Health Professional Education will normally register in the MEd **Option IV** program of study. Students who entered the MEd Health Professional Education prior to 2011 may wish to transfer from **Option I** into **Option IV**. Students who prefer to write the comprehensive exam as part of their program may choose to stay in **Option I**. The Program Coordinator can provide more information on the MEd in Health Professional Education.

Degree Requirements

MEd in Higher Education (Non-Cohort Format) - Option IV

- a half course, LHA1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- eight half-courses, of which at least three must be in Higher Education

MEd in Higher Education (Cohort Format) - Option IV

This option will be of particular interest to working professionals and postsecondary leaders since it offers the flexibility of cohort based and compressed format scheduling.

- a half course, LHA1803H –Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- a half course in equity approved by the faculty advisor
- five other sequential half courses (cohort based)
- two elective half courses

MEd in Health Professional Education - Option IV

Ten half-courses in total:

- a half course, LHA1803H - Recurring Issues in Postsecondary Education
- six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education
- a half course in research methods approved by the faculty advisor
- one half-course, either an elective or a required, must have an equity

- focus
e. one additional half-course

MEd in Health Professional Education - Option II

- a half course, LHA1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education
- one half-course, either elective or required, must have an equity focus
- a research project (Master's Research Paper)

For information about the Health Professional MEd, contact:

Glen A. Jones
Email: glen.jones@utoronto.ca

Master of Arts

Applicants must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level.

Degree Requirements

The MA program consists of eight half-courses, which must include:

- a half course, LHA1803H - Recurring Issues in Postsecondary Education
- a half course in research methods approved by the faculty advisor
- six additional half-courses, of which at least three must be in Higher Education
- a thesis

Off-Campus and Distance Education Courses

Some existing courses are offered off-campus and on-line in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at <www.oise.utoronto.ca/ro> in March. New applicants should apply by December 2, 2013.

Doctor of Education

The EdD degree program may be commenced either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

- a. a minimum of eight half-courses beyond a relevant and acceptable MEd or MA. In individual cases, students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted, but additional courses in Higher Education may be required. Normally they would include:
- LHA1803H - Recurring Issues in Post-secondary Education (which is a half course). Students who completed LHA1803H as part of their MEd or MA program must take one additional half-course in Higher Education.
 - at least two half-courses in Higher Education
 - a half-course in research methodology approved by the faculty advisor
 - two half-courses selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
 - a supervised applied research practicum (equivalent to one half-course)
 - a collaborative pro-seminar (equivalent to one half-course)
- b. a Doctoral Comprehensive Examination
- c. a thesis reporting the results of original research on an applied topic in post-secondary education

Doctor of Philosophy

The PhD program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

LHA1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches. It is required that all Master's students include either LHA1100H (previously AEC1100H) or LHA1102H (previously AEC1102H) in their program of study.

J. Quarter, S. Ryan

LHA1103H Introduction to Research Methods in Adult Education [RM]

This course provides an introduction to 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 will examine 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 will also provide opportunities to engage in practical, hands-on experience with developing research questions, data collection, and data analysis. The students will also be 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".

S. Ryan

LHA1104H Community Education and Organizing

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

A.R. Miles

LHA1105H Introduction to Qualitative Research (Part I) [RM]

This course articulates various theoretic grounding for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, 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.

B. Burstow

LHA1106H Introduction to Qualitative Research (Part II) [RM]

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

Prerequisite: LHA1105H/AEC1405H

B. Burstow

LHA1107H Developing and Leading High Performing Teams: Theory and Practice

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

M.E. Laiken or Staff

LHA1109H Creative Empowerment Work with the Disenfranchised

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.

B. Burstow

LHA1110H Approaches to Teaching Adults

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

Staff

LHA1111H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with 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) may result in not being able to take the course.

B. Burstow

LHA1112H Narrative as a Vehicle for Personal Change

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

Staff

LHA1113H Gender and Race at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.

K. Mirchandani

LHA1114H Comparative and International Perspectives in Adult Education

LHA1173H Creativity and Wellness: Learning to Thrive

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

Staff

LHA1180H Aboriginal World Views: Implications for Education

This course provide a deeper understanding of Aboriginal worldviews

LHA1189H Workplace Literacies: Theory, policy and practice

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

Staff

LHA1190H Community Healing and Peacebuilding

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

A. Goodman

LHA1191H Master's Research Support Seminar

The course will help students choose a topic, organize their course selection to contribute maximally to their research interest, develop an argument, find faculty, who are experts in their field of interest, complete their ethics review, conduct and report on their research. All students must take a least one Research Methods Course during or before this course. Permission of the instructor is required for students who have not taken LHA1183H (formerly AEC1183H).

A.R. Miles

LHA1192H Adult Literacies in Social Justice Perspective

Governments, business and the media commonly point to Literacy as a solution to social and economic exclusion. In this story, people can overcome exclusion by becoming more Literate, that is, by acquiring the standardized, dominant language and literacy practices used in schools, government and the media. But recent international theories of adult literacy point in another direction, emphasizing the social, economic and creative importance of the multiple 'literacies' people use every day to sustain their lives and communities. Drawing on these theories, variously known as social practice theories, socio-cultural theories, or "The New

Staff

LHA3102H Doctoral Thesis Seminar (Pass/Fail)

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

Staff

LHA3103H Teaching about Global and Social Issues

This course deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching perspectives dealing with the thematic issues of the course. Suggested background: Courses LHA1146H, LHA1160H, LHA3104H.

A.R. Miles

LHA3104H Adult Education and Marxism

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

S. Mojab or Staff

LHA3119H Global Perspectives on Feminist Community Development and Community Transformation

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

A.R. Miles or Staff

LHA3131H Special Topics in Adult Education

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

Staff

LHA3132H Special Topics in Women in Development and Community Transformation

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

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A.R. Miles and Staff

LHA3133H Special Topics in Aboriginal Community Learning: Current Issues and Practices

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

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

J.P. Restoule and Staff

LHA3140H Decolonization and Transformative Education

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

Staff

LHA3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines and forms are available from the website:

http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_ReqIndReadRsch.pdf. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

Staff

LHA3153H Individual Reading and Research in Women in Development and Community Transformation: Doctoral Level

Specialized exploration, under the direction of a faculty member and the holder of the Dame Nita Barrow Distinguished Visitorship in areas of the Visitor's specialized knowledge and experience. These distinguished visitor's are eminent feminist leaders from the global and economic south with varying areas of expertise. Information about the specializations of current and past Visitors is available on the web at:

<http://www.oise.utoronto.ca/cwse/>. For more information contact A.R.Miles.

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

LHA3180H Global Governance and Educational Change: the Politics of International Cooperation in Education

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental

and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnational advocacy and NGO networks in education.

Prerequisite: CIE1001H

K. Mundy

LHA3181H Feminist Standpoints: Critical and Post-Structural Approaches

CIE1001H Introduction to Comparative, International and Development Education

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

LHA1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

J. Ryan

LHA1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.

J. Portelli

community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

NOTE: All master's candidates are strongly recommended to take LHA1040H as one of the first courses in their program.

N. Bascia, B. Mascall and Staff

LHA1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take LHA1041H as one of their first courses in their program.

J. Flessa, R. Joshee and Staff

LHA1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

LHA1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

Staff

LHA1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

S. Anderson

LHA1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

B. Mascall, J. Ryan

LHA1050H Themes and Issues in Change, Leadership, Policy, and Social Diversity

This course has been designed to be the final course for students in the 10-course 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.

S. Anderson, B.Mascall, R. Joshee, J. Ryan and Staff

LHA1052H Individual Reading and Research in Educational Administration: Master's Level

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

Staff

LHA1060H School Leadership Seminar 1

This course is the first of two courses to develop people to become

LHA1061H School Leadership Seminar 2

This is the second of two courses which explores the role of the principal, one of the most influential roles in our educational system. It provides a foundation for candidates assuming the role of principal or vice-principal in Ontario schools and is one component of ongoing professional learning focused on the development of the personal and professional knowledge, and the skills and practices that lead to exemplary practice in the role of principal. The program is designed to support candidates in becoming reflective educational leaders who are informed consumers of education research in their ongoing professional growth, and who can lead effectively in the dynamic, diverse contexts of Ontario, characterized by rapidly changing events and circumstances.

J. Flessa and Staff

LHA3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

LHA3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

Staff

LHA3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

LHA3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.

M. Zuker

LHA3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

Staff

LHA3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

J. Flessa

LHA3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration

R. Joshee and Staff

LHA3042H Field Research in Educational Administration [RM]

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

J.J. Ryan

LHA3043H Survey Research in Educational Administration [RM]

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

B. Levin, S. Padro and Staff

LHA3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. 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.

Staff

Leadership, Higher and Adult Education

LHA3045H Educational Policy and Program Evaluation

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

N. Bascia and R. Childs

LHA3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

LHA3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

Staff

LHA3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.

Staff

LHA3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.

J. Portelli

LHA3145H Advanced Issues in Educational Policy Analysis and Program Evaluation

This course, in conjunction with appropriate research methods coursework, provides doctoral students interested in policy analysis and program evaluation in education with a working understanding of the conceptual, methodological, ethical and political issues associated with these forms of research. Course topics include problem framing; use of existing research evidence; issues associated with different audiences and settings such as writing, presentation and evidence styles; policy advocacy; and working relationships with partners and clients. Visits by

additional Collaborative Program-affiliated faculty from across OISE home programs will ensure that students are exposed to a range of contrasting research conventions and styles. Major assignments for the class will consist of carrying out some of the aspects of an applied research project.

N. Bascia, R. Childs and J. Flessa

Other courses accepted for credit in the Educational Administration Program

LHA2006H Educational Finance and Economics

Higher Education Program Courses

LHA1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomaxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.

L. Muzzin

LHA1803H Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

LHA1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

Staff

LHA1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

Staff

LHA1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

G.A. Jones

LHA1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE: This course with a systems focus complements LHA1811H, which has an institutional focus.

D.W. Lang

LHA1808H Research in Health Professional Education [RM]

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate

UNESCO, and the World Bank in comparative education is discussed.

R.E.S. Hayhoe

LHA1826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

R.E.S. Hayhoe

LHA1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

R. Childs

LHA1832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical

LHA1844H The Student Experience in Postsecondary Education

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad forms of literature/documentation that addresses various components of the student experience. A particular focus of this course will be on exploring the various outcomes of postsecondary education and examining forms of assessing the various student outcomes in and beyond postsecondary education.

T. Chambers

LHA1845H Applications in the Student Experience [RM]

This course will provide students an opportunity to apply knowledge, reflections and skills developed in the Student Experience in Postsecondary Education course, "The Student Experience in Postsecondary Education", and their experiences working in areas related to student development and learning. Students will be required to construct and conduct a mini- research project; analyze data from the research project and design and lead a course module on a theory and research-to-practice aspect of student learning and development using the results from their research analyses. Portions of the course will follow the structure of Open Space Technology (Owen, 1997) which requires the co-creation of the course outline and approaches by students and the instructor.

T. Chambers

LHA1846H Internationalization of Higher Education in a Comparative Perspective

The purpose of this course is to examine the complex phenomenon of internationalization from both conceptual and applied perspectives,. The course explores and develops a conceptual framework for internationalization through a rigorous analysis of different meanings of the concept; shifting rationales, benefits, risks, and outcomes; and the diversity of actors and stakeholders; Students will apply the conceptual framework to a region or group of countries in the world, by analyzing the key priorities, policies and issues. Comparing different approaches among the regions and countries will raise important questions about the different roles and implications of the internationalization process. Emerging trends and issues linked to internationalization including commercialization, brain drain/gain, quality assurance, cultural homogenization, neo-colonization and world rankings will be examined. This course has a definite policy orientation and students with some academic or professional background in higher education will benefit most from it.

Staff

Leadership, Higher and Adult Education

LHA3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

LHA3820H Special Topics in Higher Education: Doctoral Level

Description as for LHA1820H.

Staff

LHA3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for LHA1852H.

Staff

Other courses accepted for credit in the Higher Education Program

(For descriptions, see relevant department course listings)

NOTE: In addition to LHA1802Y, LHA1803H, LHA1805H, LHA1806H, LHA1807H, LHA1809H, LHA1811H, LHA1812H, LHA1817H, LHA1819H, LHA1821H, LHA1825H, LHA1826H, LHA1828H, LHA1832H, LHA1833H, LHA1834H, LHA1836H, LHA1837H, LHA1843H, LHA1844H, LHA1845H, LHA1846H, LHA1847H and LHA1848H, the following courses are accepted for credit in Higher Education:

APD1207H Counselling Topics in Sexual Orientation and Gender Identity/Diversity
APD1216H Psychoeducational Assessment
LAW384H Intellectual Property
LHA1107H Developing and Leading High Performing Teams: Theory and Practice
LHA1114H Comparative and International Perspectives in Adult Education
LHA1131H Teaching, Learning, and Working in Nonprofit Organizations
LHA1146H Women, War and Learning
LHA1181H Embodied Learning and Qi Gong
LHA3104H Political Economy of Adult Education in Global Perspectives
LHA3140H Post-Colonial Relations and Transformative Education
SOC6019H The Sociology of Gender and Work

NOTE: In addition to Research Methods [RM] courses offered in LHAE, Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

Curriculum, Teaching and Learning:

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]
CTL1809H Narrative and Story in Research and Professional Practice [RM]
CTL1810H Qualitative Research in Curriculum and Teaching [RM]
CTL1861H Critical Ethnography [RM]

Applied Psychology and Human Development:

APD1288H Intermediate Statistics and Research Design [RM]
APD3201H Qualitative Research Methods in Human Development and

Applied Psychology [RM]

Humanities, Social Sciences and Social Justice Education:

HSJ1905H Qualitative Approaches to Sociological Research in Education [RM]
HSJ3930H Advanced Seminar on Feminist Methodology and Education [RM]

Department of Public Health Sciences, University of Toronto:

CHL5111H Qualitative Research Methods
CHL5115H Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024H Qualitative Research: Foundations, Methods and Designs

Courses that fulfill the Health Professions' Requirement for the MEd Program:

APD3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
CHL5607H Teaching and Learning by the Health Professions: Principles and Theories
LHA1173H Creativity and Wellness: Learning to Thrive
LHA1181H Embodied Learning and Qi Gong
LHA1804H Issues in Medical/Health Professional Education
LHA1808H Research in Health Professional Education [RM]
LHA1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
LHA1812H Education and the Professions (can be used for regular or health requirement)
LHA1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education
LHA1817H Nurturing Professional Education (can be used for regular or health requirement)
LHA1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing (can be used for regular or health requirement)

Collaborative Graduate Degree Programs

Aboriginal Health

Aboriginal Health

The graduate units of Applied Psychology and Human Development, Anthropology, Geography, Humanities, Social Sciences and Social Justice Education, Leadership, Higher and Adult Education, Nursing Science, and Public Health Sciences, in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program participate in this collaborative program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate department program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health: a personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

NOTE:

Collaborative Graduate Degree Programs

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from their OISE department.

Further information is available from:

Counselling Psychology Program

Lana Stermac

Telephone: 416-978-0722

E-mail: l.stermac@utoronto.ca

Aging, Palliative and Supportive Care Across the Life Course

Suite 106, 222 College Street

University of Toronto

Toronto, Ontario M5T 3J1

Telephone: 416-978-0377

Fax: 416-978-4771

Website: www.utoronto.ca/lifecourse/collaborative

Community Development

Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself—the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs: Adult Education and Community Development (MA and MEd) at OISE; Counselling Psychology (MEd) at OISE; Program in Planning (MSc(PI)), in the Department of Geography; Public Health Sciences (MHSc) in the Faculty of Medicine; Faculty of Social Work (MSW).

Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).
2. After they have been accepted by one of the participating graduate departments/programs, applicants then send the following to the Program Committee of the Collaborative Program:
 - a. a copy of the letter of acceptance into one of the participating graduate departments/programs
 - b. a résumé or curriculum vitae
 - c. a letter explaining how their program of study and specific research interests relate to community development (i.e., why do you want to enroll in the Collaborative Program in Community Development).

Further information is available from:

Grace Ramirez, Registrar

Collaborative Program in Community Development

Centre for Urban & Community Studies

University of Toronto

455 Spadina Avenue, Suite 400

Toronto, Ontario, Canada M5S 2G8

Telephone: 416-978-0808

Fax: 416-978-7162

E-mail: grace.ramirez@utoronto.ca

Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfill the requirements of the Collaborative Program, students must complete the following. With the exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course "Community Development: Theory and Practice," is a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program, either a thesis or the major research paper on a topic related to community development.

Common Learning Experience

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following:

The required core course "Community Development: Theory and Practice."

A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.

Speakers, seminars, and workshops from time to time. Students in the Collaborative Program are expected to participate in these events (including decisions on the themes, topics, speakers, format, etc).

Courses

Core Course

UCS1000H Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Applied Psychology and Human Development

APD1289H Community Mental Health

APD3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

Leadership, Higher and Adult Education

LHA1102H Community Development: Innovative Models

LHA1104H Community Education and Organizing

LHA3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

LHA3182H Citizenship Learning and Participatory Democracy

Planning

JPG1418 Rural Planning

JPG1421 Health in Urban Environments

JPG1507 The Geography of Housing and Housing Policy

JPG1508 Planning with the Urban Poor in Developing Countries

JPG1615 Planning & Financing the Social Economy

PLA1503 Planning and Social Policy

Public Health Sciences

CHL5112 Community Development in Health

CHL5801 Health Promotion

Education

CIE1002H Practicum in Comparative, International and Development

Education

CIE1005H Special Topics in Comparative, International and

Development Education

CTL1037H Comparative and Cross-cultural Perspectives

CTL1060H Education and Social Development

CTL1312H Democratic Citizenship Education

CTL1318H Teaching Conflict and Conflict Resolution Politics and

Practice (cross listed as HSJ1953H)

CTL1863H Controversial Issues in Development Education

CTL1864H Methodologies for Comparing Educational Systems [RM]

CTL3015H Seminar in Second Language Literacy Education

HSJ1924H Modernization, Development and Education in African

Contexts

HSJ1927H Global Economic Restructuring –International Migration

–Immigration Policies

HSJ3911H Cultural Knowledges, Representation and Colonial

Education

LHA1016H

Diaspora and Transnational Studies

The Department of Humanities, Social Sciences and Social Justice Education as well as other University of Toronto departments, participates in the Graduate Collaborative Program in Diaspora and Transnational Studies. The Collaborative Master's and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives at the graduate level to augment our already existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the current DTS undergraduate program as well as the many expressions of interest from students keen on thorough graduate training in the field from within Canada and well beyond. The Collaborative Program will be distinctive by being interdisciplinary as well as comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Collaborative Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South. Students must apply to and be admitted to both the Collaborative Program and a graduate degree program of a collaborating unit. Students who complete the program at the Master's level will not be eligible for the program at the Doctoral level.

Programs that participate:

- Department of Anthropology
- Cinema Studies Institute
- Centre for Comparative Literature
- Graduate Centre for Study of Drama
- Department of English
- Department of Geography
- Department of Germanic Languages and Literatures
- Department of History
- Department of Humanities, Social Sciences and Social Justice Education, OISE
- Department of Political Science

LHA1189H Workplace Literacies: Theory, Policy and Practice
APD1211H Psychological Foundations of Early Development and
Education
APD1241H Outcomes of Early Education & Child Care
APD1259H Child and Family Relationships –Implications for Education
HSJ1902H Introduction to Sociological Methods in Education
HSJ1903H Introduction to Sociological Theory in Education
HSJ1912H Foucault and Research in Education

Relations and Human Resources (CIRHR); Leadership, Higher and Adult Education (OISE); Nursing; Political Science; Religion; School of Public Policy and Governance; Social Work; Sociology; and Women and Gender Studies Institute (WGS) participate in the Ethnic and Pluralism studies graduate collaborative program. All participating units contribute courses to the program. Each provides a distinctive perspective and knowledge-base for the study of topics such as ethnic and race relations, international migration and immigration, cultural and linguistic communities, inter-group dynamics, nationalist movements, aboriginal affairs, and human rights. The Faculty of Law and Department of Economics also offer courses to students in the program.

This interdisciplinary program is open to master's and doctoral students working in a range of disciplines and professions. It offers students with interests in ethnicity the opportunity to widen their horizons, to expand their knowledge beyond a single disciplinary base, and to take advantage of the wealth and diversity of academic resources available at the University of Toronto – a great university situated in a large and culturally-cosmopolitan city. Students may also attend lectures and other events sponsored by the Robert F. Harney Professorship and Program in Ethnic, Immigration, and Pluralism Studies and participate in an annual student conference in ethnicity.

The Ethnic and Pluralism Studies program is open to students enrolled in one of the collaborating departments, faculties, or centres, and primary admission is through any one of these.

Master's students take a compulsory interdisciplinary seminar, JTH 3000H, "Ethnic Relations Theory, Research, and Policy." In addition, they must complete two half courses in ethnicity, at least one of which should be external to their home department. A thesis must be in the area of ethnicity.

Doctoral students take a compulsory interdisciplinary seminar, JTH 3000H, "Ethnic Relations Theory, Research, and Policy." In addition, they must complete four half courses in ethnicity, at least two of which should be external to their home department; these may include courses taken at the Master's level. When the student's graduate unit requires more than one comprehensive examination, one will be in ethnicity. The thesis must be in the area of ethnicity.

Upon successfully completing the requirements, in addition to a Master's or a Doctoral degree in their disciplines, students receive a specialization noted on their transcripts as "Completed Collaborative Program in Ethnic and Pluralism Studies."

Further information is available from:

Momo Kano Podolsky

Program Administrator

Telephone: 416-978-4783

E-mail: ethnic.studies@utoronto.ca

Website: www.utoronto.ca/ethnicstudies

Jeffrey G. Reitz

Harney Professor and Program Director

Telephone: 416-946-8993

E-mail: jeffrey.reitz@utoronto.ca

Knowledge Media Design (KMD)

Knowledge Media Design (KMD)

Collaborative Program Administrator: Ana Popa

KMD 2001-2004 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.

5. The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Further information is available from:

School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The KMD Collaborative Program Office and Websites

Neuroscience (PIN)

Neuroscience (PIN)

The Program in Neuroscience (PIN) offers the MA and PhD degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology.

Admissions Requirements:

Admission to the program is open to all MA and PhD students who are registered in the Department of Applied Psychology and Human Development's Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE department.

Degree Requirements:

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the MA degree and at least one full course (or equivalent) for the PhD degree from the list of courses approved by the Program in Neuroscience. APD3286 (Developmental Neurobiology) is a half-course offered by Applied Psychology and Human Development that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

Further information is available from:

School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The Program in Neuroscience Office

Graduate Collaborative Program in Neuroscience

Room 102, Tanz Neuroscience Building
6 Queen's Park Crescent
University of Toronto
Toronto, Ontario M5S 3H2
Telephone: 416-978-4894
Fax: 416-978-1878
E-mail: p.neuroscience@utoronto.ca
Website: www.utoronto.ca/neurosci

Sexual Diversity Studies

Sexual Diversity Studies

The Collaborative Program in Sexual Diversity Studies, offered by the Mark S. Bonham Centre for Sexual Diversity Studies, is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area, many of those who work within it engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

From their home departments, students may take up questions from their own disciplinary or programmatic perspective, but explore it through the theoretical and methodological lens of sexuality studies. Additional program information is available in the *School of Graduate Studies Calendar*.

Further information is available from:

APHD Contact (after admission to the Counselling Psychology program): J. Roy Gillis
CTL Contact (after admission to the CSTD program): H. Sykes
HSSSJE Contact (after admission to the HSSSJE program): R. Walcott
LHAE Contact (after admission to the Higher Education program): J. Magnusson
LHAE Contact (after admission to the Educational Administration program): J. Flessa

Mark S. Bonham Centre for Sexual Diversity Studies

Room 251, University College
15 King's College Circle
University of Toronto
Toronto, Ontario M5S 3H7
Website: www.utoronto.ca/sexualdiversity
E-mail: sexual.diversity@utoronto.ca
Telephone: 416-978-6276 (general inquiries)
Fax: 416-971-2027

South Asian Studies

South Asian Studies

The Department of Humanities, Social Sciences and Social Justice Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in South Asian Studies.

The interdisciplinary Collaborative Master's and Doctoral Program in South Asian Studies is designed for students who wish to acquire a nuanced understanding of South Asia as a secondary area of specialization while pursuing graduate studies in another discipline. The focus of this program is necessarily broad in that it provides students with an understanding of ancient and modern history, social change, economic development, contemporary politics, religious traditions, literary

culture, and a spectrum of related topics.

The Centre for South Asian Studies, which administers the Collaborative Program, provides a nucleus for the participation of South Asian Studies scholars from across the University. Students will benefit from the physical presence of the Centre and its regular activities of research fora, conferences, and visiting lecturer and scholar programs. In addition, the University's library collection in South Asian studies is the largest in Canada.

Students who successfully complete the requirements of the Collaborative Program will receive the notation "Completed Collaborative Program in South Asian Studies" on their transcript, in addition to the master's or doctoral degree from their graduate unit. All programs of study should be planned in consultation with the program advisor in Humanities, Social Sciences and Social Justice Education.

Programs that participate

- Anthropology –MA, PhD
- English –MA, PhD
- Geography –MA, PhD
- History –MA, PhD
- Humanities, Social Sciences and Social Justice Education – MA, MEd, EdD, PhD
- Music –MA, PhD
- Political Science –PhD
- Religion –MA, PhD
- Social Work –MSW, PhD
- Women and Gender Studies –MA

Further information is available from:

www.utoronto.ca/csas/

For information on the master's program, please see:
www.utoronto.ca/csas/ma.html

For information on the doctoral program, please see:
www.utoronto.ca/csas/phd.html

Centre for South Asian Studies

Munk Centre for International Studies,
University of Toronto
1 Devonshire Place, Room 227 N (North House)
Toronto, Ontario, M5S 3K7
Telephone: 416-946-8996
Fax: 416-946-8838

Humanities, Social Sciences and Social Justice Education Contact:

Sherene Razack, Professor
E-mail: sherene.razack@utoronto.ca

Women and Gender Studies (CWGS)

Women and Gender Studies (CWGS)

The following OISE Departments and Programs, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women and Gender Studies (CWGS) offering MEd, MA, EdD and PhD degree programs.

- Applied Psychology and Human Development
 - Counselling Psychology (MA, MEd, EdD, PhD)
- Curriculum, Teaching and Learning
 - Curriculum Studies and Teacher Development (MA, MEd, PhD)

studies mid-way through their degree and no longer wishes to pursue the area of work and learning, they will be required to withdraw from the collaborative program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. The applicant will need to satisfy the requirements of the home department including grade point average. For the Collaborative Program specifically, qualified applicants will also demonstrate well developed, scholarly awareness of the field of workplace learning and social change in their application materials.

Students who are already enrolled in LHAE or HSSSJE will also be allowed to apply to the collaborative program during their course of study.

Program Requirements

- a. One required half course (WPL3931)
- b. One elective half course (selected from a list available on www.oise.utoronto.ca/lhae)
- c. Thesis students will develop a topic of relevance to the focus of the collaborative program.

Participating Faculty:

Kiran Mirchandani, Shahrzad Mojab, Jack Quarter, Peter Sawchuk (Director), (LHAE); Bonnie Kirsh, (Occupational Science and Occupational Therapy); David Livingstone, (HSSSJE); Marieme Lo, (Women and Gender Studies Institute); Anil Verma (Centre for Industrial Relations & Human Resources)

Courses

WPL1131H Introduction to Workplace Learning and Social Change

This course will introduce students to the central national and

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal Education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE.

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators;
- develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world

- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts

- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples, the ACDE Accord on Indigenous Education and Ontario's First Nations, Metis and Inuit Education Policy Framework.

- examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination

- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the BEd, MEd, MA, EdD, and PhD levels. Faculty

members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; see Website for details.

Faculty actively working in this research area are in the departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Humanities, Social Sciences and Social Justice Education (HSSSJE); and Leadership, Higher and Adult Education (LHAE).

Faculty include: S.L. Stewart (APHD); J. Cummins, A. Gagne and C. Morgan (CTL); M. Cannon, G. Sefa Dei, P. Olson and N. Wane (HSSSJE); B. Burstow, A. Miles, J. Magnusson, J.P. Restoule and J. Ryan (LHAE).

Further information is available from:

Jean-Paul Restoule, Leadership, Higher and Adult Education
Telephone: 416-978-0806
Fax: 416-926-4749
E-mail: jeanpaul.restoule@utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Indigenous Education Network

Contact: Ammaar Kidwai
Telephone: 416-978-0732
Fax: 416-926-4749
E-mail: ammaar.kidwai@mail.utoronto.ca

Aboriginal Health

Kue Young
Dalla Lanna School of Public Health
Telephone: 416-978-6459

Aboriginal Studies (undergraduate degree)

Deb McGregor, Director
Telephone: 416-978-2234
Website: www.utoronto.ca/abs

First Nations House

Telephone: 416-978-8227
Website: www.fnh.utoronto.ca

Other Websites of interest:

Indigenous Education Network

Website: www.oise.utoronto.ca/research/ien/

Deepening Knowledge Project

Website: www.oise.utoronto./deepeningknowledge/

Special Advisor to the Dean on Aboriginal Education

Website: www.oise.utoronto.ca/oise/About_OISE/Leadership/Special_Advisors/Aboriginal_Education/

The Nature and Development of Literacy

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: C. Bereiter, E. Geva, and D.M. Willows (APHD); D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas (CTL); M. Heller (HSSSJE); B. Burstow, S. Ryan and P. Sawchuk (LHAE)

Further information is available from:

E. Geva (APHD) or A. Cumming (CTL); and M. Boler (HSSSJE); and P. Sawchuk (LHAE).

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE involves faculty and students from the Departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Humanities, Social Sciences and Social Justice Education (HSSSJE); and Leadership, Higher and Adult Education (LHAE). Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE and at other departments of the university in the areas of women's/feminist studies. The bases for this research area include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, the journal *Resources for Feminist Research*, and the Centre for Women's Studies in Education (CWSE) which has a strong and active research program.

NOTE: There is also a university wide Collaborative Graduate Program in Women and Gender Studies (CWGS).

Faculty who participate in the Women's Studies/Feminist Studies interdepartmental research area include:

N. Piran, L. Stermac and M.S. Schneider (APHD); K. Bickmore, K. Cooper, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, C. Morgan, S. Peterson and H. Sykes (CTL); M. Boler, K. Dehli, D. Farmer, S. Razack, R.S. Coloma, E. Smyth and N.N. Wane (HSSSJE); N. Bascia, D. Boyd, B. Burstow, J. Gaskell, R. Joshee, J.L. Magnusson, A.R. Miles, K.

Mirchandani, S. Mojab, K. Mundy and L. Muzzin (LHAE).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available on the CWSE website at: <http://www.oise.utoronto.ca/cwse/>

Further information is available from:

The CWSE Office
Telephone: 416-978-2080
E-mail: cwse@utoronto.ca
Website: www.oise.utoronto.ca/cwse

OR

Jamie-Lynne Magnusson, Acting Head of Centre for Women's Studies in Education
Telephone: 416-978-1208
E-mail: jamielynn.magnusson@utoronto.ca

Research and Field Activities

The research and development program of OISE fosters improvement in Ontario education and complements the academic programs of OISE departments. OISE's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE or by the sponsoring agency, or appear in journals produced by OISE (*Curriculum Inquiry, Orbit, Resources for Feminist Research/Documentation sur la recherche féministe*), in international journals or in other publications. OISE Research Reports can be found in the OISE Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any

ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on

Telephone: 416-978-0518

E-mail: peter.sawchuk@utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Leadership, Higher & Adult Education and the Department of Humanities, Social Sciences and Social Justice Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area.

Centre for the Study of Students in Postsecondary Education

E-mail: cidec.oise@utoronto.ca
Website: www.oise.utoronto.ca/cidec

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

Please see the Collaborative Graduate Degree Programs section for more information.

The Dr. R.G.N. Laidlaw Centre (LC)

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Kang Lee
Department: Applied Psychology and Human Development
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4597
Website: www.oise.utoronto.ca/ics/

The Centre is funded by a generous endowment from the Laidlaw Foundation. It is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and special education. A second thematic area is early childhood development and integrated community-school supports for children and families. A third thematic area is socio-cognitive development with a focus on the development of children's developing understanding of intentionality and morality.

Research at the center is currently supported by a variety of funding agencies such as the Social Science and Humanities Research Council of Canada, Natural Science and Engineering Research Council of Canada, the National Institute of Health of US, Ontario Neurotrauma Foundation, Ontario Ministry of Education, and Canadian Foundation for Innovation. Research is also supported by collaboration among faculty, graduate students, and Dr. Eric Jackman Institute of Child Study Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the MA in Child Study and Education program, based on a teacher-researcher model.

Institute for Knowledge Innovation and Technology (IKIT)

Institute for Knowledge Innovation and Technology (IKIT)

Head: Marlene Scardamalia
Department: Curriculum, Teaching and Learning
Location: 9-130
Telephone: 416-978-0370
Website: www.ikit.org

The goal of this centre is to advance simultaneously the state of the art in

education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. IKIT conducts research, develops technology, and helps build communities to advance beyond "best practice" in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in IKIT's worldwide Knowledge Society Network.

Centre for Educational Research on Languages and Literacies (CERLL)

Centre for Educational Research on Languages and Literacies (CERLL)

Head: Alister Cumming
Administrative Assistant: Lisa Rupchand
Department: Curriculum, Teaching and Learning
Location: 252 Bloor Street West, Room 10-244
Telephone: 416-978-0215
Website: www.oise.utoronto.ca/MLC/

Known since 1968 as the Modern Language Centre, faculty and graduate students in the recently renamed CERLL are currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in language learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE Education Commons.

Transformative Learning Centre (TLC)

Transformative Learning Centre (TLC)

Co-Directors: Jean-Paul Restoule and Anne Goodman
Department: Leadership, Higher and Adult Education
Location: 252 Bloor Street West, Room 7-165
Telephone: 416-978-0785
Fax: 416-926-4749
E-mail: tlcentre@oise.utoronto.ca
Website: <http://tlc.oise.utoronto.ca>

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

Transformative learning has an individual and a collective dimension, and includes both individual and social transformation. In the Transformative

Learning Centre we are inspired by the notion of grounded hope. We believe that one of the best ways to predict the future is to actively create it, moving together towards our collective visions by developing viable alternatives that recognize the limitations and possibilities (especially the possibilities!) of each particular context.

Non-Degree Certificates Offered at OISE

Certificate in Adult Education

Certificate in Adult Education

The Department of Leadership, Higher and Adult Education's Adult Education and Community Development Program offers a non-degree certificate for those whose previous academic study does not necessarily qualify them for admission to graduate degree programs. It provides an opportunity for interested applicants to broaden their knowledge of theory and methods in adult education. Typically, certificate students come from a wide spectrum of adult education contexts.

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Non-Degree Certificates Offered at OISE

Admission and Fees

Admission requirements are:

- a. seven years' experience as a school business official or in some other aspect of school administration;
- b. two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
- c. an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:

Sezen Atacan

Telephone: 416-978-1251

E-mail: sezen.atacan@utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. For information on Academic Fees please see the Fees section of the

Bulletin.

Certificate Requirements

The requirements consist of:

- a. LHA1040H and LHA1041H, which are strongly recommended as first courses;
- b. two half-courses related to school board management, which normally include LHA2006H;
- c. two elective courses, normally in Educational Administration.

Students may begin in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Fees

To be officially registered, tuition fees must be paid or arrangements made for a Fee Deferral, if applicable.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following if in the same degree, except for part-time Special Students and for certain degree students.

All academic programs specify a defined Program Length. For master's degree students, see Minimum Admission and Degree Requirements for information about the Program Length. This period establishes the minimum degree fee which must be paid before graduation.

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

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

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

Master's students must, at the end of their program, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

Calculation of Fees

At the time of publication of this Bulletin the fees schedule for 2013-14 is not available. In the 2012-13 academic year, the one-year full-time Academic Fee was as follows:

Canadian Citizens and Permanent Residents

MA & PhD - \$7,160.00

MEd & MT - \$8,863.00

MA (Child Study and Education) - \$8,863.00

EdD - \$8,375.00

International Students

MA & PhD - \$16,886.00

MEd, MT, MA(CSE) - \$22,513.00

EdD - \$22,513.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

MEd Degree Candidates

NOTE: At the time of publication Program Length for master's programs is under review.

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.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

MA and MT Degree Candidates

NOTE: At the time of publication Program Length for master's programs is under review.

a six or eight half-course program

the minimum Degree/Program Fee is equivalent to the one-year full-time Academic Fee.

a ten half-course program

the minimum Degree/Program Fee is equivalent to 1.5 times the one-year full-time Academic Fee.

a twelve to sixteen half-course program

the minimum Degree/Program Fee is equivalent to 2 times the one-year full-time Academic Fee.

EdD Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PhD Degree Candidates

The full-time fee is charged each year throughout the program, except for students in the flexible-time PhD program, who will pay the part-time fee during their years of part-time registration.

Fees for Final Year Doctoral Students

Academic fees for the final year for EdD and PhD students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

NOTE: Part-time flexible-time PhD and reinstated students are not eligible for the pro-rated fee.

Summer Students

Students beginning a new degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

Financial Support

Notices pertaining to awards, other than those listed here, are posted on the OISE Graduate Student Funding website <www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information>. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

OISE Graduate Assistantships

To support programs of full-time graduate study, OISE offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-978-2403

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2012 to April 2013, a Graduate Assistantship had a value of \$11,876 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by a Graduate Funding Package need not apply for a Graduate Assistantship. Students receiving the Funding Package will be offered a Graduate Assistantship upon admission and in each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available for downloading from the Graduate Student Funding website.

Applicants to a non-funded degree program and students continuing in a non-funded degree program must submit a copy of their completed Graduate Assistantship application to OISE by the date indicated on the OISE Graduate Student Funding website.

OISE Graduate Funding Package

OISE will provide a funding package to registered students for the first year of full-time MA study (excluding the MA in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the PhD program (excluding the Flexible-time PhD).

The Funding Package is valued at \$15,000 plus the value of tuition and incidental fees and, in the case of international students, single coverage

UHIP (University Health Insurance Plan). This Funding Package may be comprised of an external scholarship, an OISE funding grant, and/or OISE employment.

It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Graduate Funding Package. Complete details regarding these conditions and procedures can be found on the OISE Graduate Student Funding website at: www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information

NOTE: Students in years one and two of the MA in the School and Clinical Child Psychology (SCCP) program in the Department of Applied Psychology and Human Development will receive funding for both years of the MA, but are then eligible for funding in years one to three only of their PhD programs.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

OISE Awards

Applications are available for downloading from the Graduate Student Funding website:
www.oise.utoronto.ca/oise/Students/Graduate_Student_Funding_Information

Aboriginal Scholarship for OISE Students

The scholarship, with a value of \$12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application deadline is March 15.

Azim Premji Foundation Fellowship

The purpose of this award is to promote the scholarship of education and to foster Indo-Canadian partnerships on knowledge creation in education. This scholarship will support doctoral students in education at OISE, University of Toronto. Specifically, the support is for assisting an OISE PhD student who wishes to conduct research in India or a doctoral student enrolled in an Indian university who is registered at OISE as a full-time or part-time Special Student.

Application deadline is March 15.

Bursary for Aboriginal Students

This award is open to all full-time Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Metis). The recipient will be selected on the basis of financial need and previous and intended contributions to his/her community.

Application deadline is October 15

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for

Studies in Education to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments.

Applications will be considered as they are received.

Hetty C. Chu Memorial Entrance Scholarship

The Fellowship, with a value of \$800, has been established for a full-time OISE student with demonstrated potential and promise of service to the educational or related fields. A candidate must: a) be a resident of Canada, preferably of Ontario, 25 years of age or over; b) hold a bachelor's degree from an accredited university and be acceptable under OISE's admission policy; c) be in full-time paid employment for at least

join the Centre for Urban Schooling and participate in the wide variety of activities related to research, professional development, advocacy and teacher education promoted by the Centre over the course of the year.

Candidates should apply to one of OISE's full-time master's programs. In addition, candidates will provide:

1. Evidence of successful and current teaching experience in an urban classroom for a minimum of three years
2. Two additional professional references attesting to the candidate's exemplary practice in the urban classroom
3. A statement of intent (300 words), discussing previous experience in an urban classroom, educational goals for the master's program and commitment to improving urban schooling

Application deadline is January 15. Please send your completed package to:

The Centre for Urban Schooling,
c/o Professor Kathleen Gallagher,
252 Bloor Street W., 10th floor,
Toronto, Ontario. M5S 1V6

External Scholarships

online bursary application, please visit the Student Services Website:
www.oise.utoronto.ca/ss

Emergency Student Loans

OISE has a small short-term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student

Student Services and Facilities

The following section contains brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided at www.life.utoronto.ca. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the

each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.

In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students' interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective

Location: 215 Huron Street, Rm 603B
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca
Email: antiracism@utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Master's and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other campus organizations.

Student Services and Facilities

Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
Fax: 416-978-4090
E-mail: cie.information@utoronto.ca
Website: www.cie.utoronto.ca

Telephone: 416-978-2196
Fax: 416-971-2289
E-mail: status.women@utoronto.ca
Website: www.status-women.utoronto.ca

Sexual and Gender Diversity Office

The University of Toronto is committed to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Fax: 416-946-7745
Website: www.sgdo.utoronto.ca

Office of the Ombudsperson

The Ombudsperson offers advice and assistance with complaints unresolved through other regular University channels. A list of offices, units or departments you should try contacting first can be found at the following website:

www.utoronto.ca/ombudsperson/help/index.html

The Ombudsperson can conduct an investigation once all other available avenues have been exhausted.

Location: McMurrich Building, First Floor, Room 102, 12 Queen's Park Cres. West, Toronto, Ontario M5S 1S8
Telephone: (416) 946-3485
Fax: (416) 978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 215 Huron Street, Suite 603
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: 215 Huron Street, Suite 603

Policies and Regulations

NOTE: For Policies and Regulations information, please see the General Regulations section of the current School of Graduate Studies Calendar.