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

Graduate Studies in Education

2008/2009 Bulletin

252 Bloor Street West, Toronto, Ontario, S V

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Important Notices

Applications/90...
OISE cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees
At time of publication, the 2008/2009 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 190 – 192, are from the 2007/2008 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

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

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

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

Course Deadlines• Prerequisites• Limits
Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 – 15). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

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

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

English Language Facility
OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 30 – 31.

Fees and Other Charges
The University reserves the right to alter the fees and other charges described in the calendar.

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

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

Notice of Collection
The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-

related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8
Phone: 416-946-7303
Web site: www.utoronto.ca/privacy

An expanded version of this Notice can be found at:
www.fippa.utoronto.ca/policy/nocx.htm

Person IN N (Student Number)
Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

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

All University policies can be found at:
www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:
   Policy on Access to Student Academic Records
   Code of Behaviour on Academic Matters
   Code of Student Conduct
   Grading Practices Policy
   Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:
www.students.utoronto.ca/The_Basics/
Rights_and_Rules.htm

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

▼ istory and Hunction of OISE

ission

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

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

▼ istory

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

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

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

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

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

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

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

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

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

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

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

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

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

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

Today, more than 100 years after its origins, OISE employs 155 full time academic staff, 132 permanent administrative staff and 150 sessional and part time staff. It teaches almost 10,000 students, of whom 1300 are preparing to be teachers, 2,000 are taking graduate degrees, and over 6,000 are taking professional development courses accredited by the Ontario College of Teachers. It continues to value the integration of theory and practice, but on a much larger scale than its founders envisaged.

ision

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

irectors of the Ontario Institute for Studies in Education
R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

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

eans of OISE of the University of Toronto
M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

OISE and SGS Administrative Officers (Fartial ist)

School of Graduate Studies

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Dean

Elizabeth Cowper, Ph.D.
Vice-Dean, Programs

Heather Kelly, B.A., M.A.
Student Services Director

Mingyao Liu, M.D.
Associate Dean, Life Sciences

J. J. Berry Smith
Vice-Dean, Students

OISE

ean s Office

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Associate Dean, Academic (Acting)

Normand Labrie, Ph.D.
Associate Dean, Research and Graduate Studies

Mark Evans, Ph.D.
Associate Dean, Teacher Education

Endo ed hairs

Carl Corter, Ph.D.
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Marlene Scardamalia, Ph.D.
The Presidents' Chair in Education and Knowledge Technologies

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

anada esearch hairs

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

David Livingstone, Ph.D.
Canada Research Chair in Lifelong Learning and Work

Chris Moore, Ph.D.
Canada Research Chair in Social Cognitive Development

Karen Mundy, Ph.D.
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Keith Stanovich, Ph.D.
Canada Research Chair in Applied Cognitive Science

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Kari Dehli, Ph.D.
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Sociology and Equity Studies in Education (SESE)

TBA
Theory and Policy Studies in Education (TPS)

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Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

i rary/Education ommons

Robert D. Cook, B.A., M.A.
Chief Information Officer

Marian Press, M.L.S., M.A.
Acting Co-Director, Information Resources and Services;
Chief Librarian, OISE Library

Carl Bereiter, Ph.D.
Co-Director, Programs and Research

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Valerie Downs, B.A., B.L.S. (McGill)
Patricia Serafini, M.L.S. (UWO)
Stephanie Swift, M.A. (Toronto), M.L.S. (Western
     Ontario)

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Linda Pereira
Liaison Officer, (CTL)

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

School University Fartnerships Office (SUFO) and Student Services

Carole Umana, M.A.
Director

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Practicum Coordinator, Elementary; Academic Internship
Coordinator

Eleanor Gower, B.A.
Practicum Coordinator, Secondary

Amy Lobo
Coordinator, Teacher Employment Preparation Centre

Allan Shatzky, B.A.
Coordinator, Personal Support Services for Students

Lynette Spence, M.Ed.
Equity and Human Rights Mentor

ean s Advisory Board

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Former Secretary-Treasurer, Ontario Teachers' Federation

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Technology

Haroon Siddiqui
Editor Emeritus, The Toronto Star

Charles Ungerleider
Director, Research & Knowledge Mobilization, Canadian
Council on Learning

Sessional ates and eadlines

Please note the follo in

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

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

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

The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances:
www.provost.utoronto.ca/English/Other-University-Policies.html

2008

January 7	Lectures begin for the 2008 Winter Session
January 11	Deadline for registration for students beginning their programs in the 2008 Winter Session. After this date a late registration fee will be charged
January 11	Final date to request a deferral of admission from the 2008 Winter Session to the 2009 Winter Session
January 15	Grade submission date for the 2007 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 15	Deadline for SDF designation for 2007 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. 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, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. 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 2007 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 18	Deadline for adding 2008 Winter Session courses
January 28	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 18	Family Day (University closed)
February 29	Deadline for withdrawing from the 2008 Winter Session and full-year courses without academic penalty

2008 continued

March 7	Final date for submitting a complete application for admission to degree programs beginning in the 2008 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 2008 Winter Session
March 17-20	Course selection information will be available for continuing students, for the 2008 Summer Session, 2008 Fall Session **and** the 2009 Winter Session
March 21	Good Friday (University closed)
April 4	Last day of 2008 Winter Session and full-year lectures
April 4	Final date for Special Students to submit a complete application for admission to the 2008 Summer Session, first term
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 2008 Summer Session, first term courses
April 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 23	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 25	Deadline for adding 2008 Summer Session courses (May – June & May – August) **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
April 30	Continuing students should select courses for the 2008 Summer Session, the 2008 Fall Session and the 2009 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 2008 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 5	Lectures begin for the 2008 Summer Session, first term
May 9	Deadline for registration for 2008 Summer Session courses which begin in May
May 9	Deadline for registration for 2008 Summer Session Independent Study and Research
May 13	Grade submission date for 2008 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 13	Deadline for SDF designation for 2007 Fall Session courses to be changed to a regular grade, an INC or a failing grade

2008 continued

May 16	Deadline for adding 2008 Summer Session courses which begin in May
May 19	Victoria Day (University closed)
June 5	Spring Convocation - Ph.D., Ed.D., M.Ed., M.A., M.A.(CS&E), M.T.
June 6	Final date for Special Students to submit a complete application for admission to the 2008 Summer Session, second term
June 6	Deadline for dropping 2008 Summer Session, first term courses
June 13	Last day of 2008 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2008 Summer Session, second term courses
June 23	Deadline for adding 2008 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 27	Final date for submitting a complete application for admission to degree programs beginning in the 2008 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 27	Deadline for dropping 2008 Summer Session, May to August courses
July 1	Canada Day (University closed)
July 2	Lectures begin for the 2008 Summer Session, second term
July 4	Deadline for registration, without late fee, for 2008 Summer Session, second term
July 4	Final date to request a deferral of admission from the 2008 Summer Session to the 2009 Summer Session
July 12	Deadline for adding 2008 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 2008 Summer Session
July 22	Grade submission date for 2008 Summer Session, **first term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
July 25	Deadline for dropping 2008 Summer Session, second term courses
August 1	Final date for Special Students to submit a complete application for admission to the 2008 Fall Session
August 4	Civic Holiday (University closed)
August 12	Last day of 2008 Summer Session, second term lectures
August 22	Deadline for adding 2008 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 29	Recommended date for payment of fees for the 2008/2009 academic year
September 1	Labour Day (University closed)

2008 continued

September 5 Deadline for submission of Individual Reading and Research course approval forms for 2008 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit

September 8 Lectures begin for the 2008 Fall Session and full-year courses

September 12 Deadline for 2008/2009 Fall/Winter Session registration. After this date, a late registration fee will be charged

September 12 Final date to request a deferral of admission from the 2008 Fall Session to the 2009 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 15 Grade submission date for 2008 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date

September 15 Deadline for SDF designation for 2008 Winter Session courses to be changed to a regular grade, an INC or a failing grade

September 18 Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit
• **For Ph.D. - at least nine working weeks before this date**
• **For Ed.D. - at least seven working weeks before this date**

September 29 Deadline for students whose degrees are to be conferred at Fall Convocation to submit the final Ph.D. or Ed.D. thesis

October 3 Deadline for adding 2008 Fall Session and full-year courses

October 3 Final date for submitting a complete application for admission to degree programs beginning in the 2009 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 13 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 2008 Fall Session

October 31 Deadline for withdrawing from 2008 Fall Session courses without academic penalty

November 1 Final date to request a change of start date from the 2008 Summer Session or the 2008 Fall Session to the 2009 Winter Session

November 7 Final date for Special Students to submit a complete application for admission to the 2009 Winter Session

November TBA Fall Convocation - M.Ed., M.A., M.T., Ed.D., Ph.D. (see **www.utoronto.ca/convocation**)

November 28 Last day of lectures for the 2008 Fall Session

December 1 Deadline for submitting a complete application for admission to degree programs beginning in the 2009 Summer Session, the 2009 Fall Session and the 2010 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

2008 continued

December 1   Deadline for receipt of applications for a 2009 Fall Session and 2010 Winter Session Graduate Assistantship (for full-time study only)

December 8   Deadline for adding 2009 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 2009 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit

December 22 -
   January 2   University closed

2009

January 5   Lectures begin for the 2009 Winter Session

January 9   Deadline for registration for students beginning their programs in the 2009 Winter Session. After this date a late registration fee will be charged

January 9   Final date to request a deferral of admission from the 2009 Winter Session to the 2010 Winter Session

January 13   Grade submission date for the 2008 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date

January 13   Deadline for SDF designation for 2008 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade

January 16   Deadline for final oral examinations for Ed.D. and Ph.D. 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, and taking into account the intervening Christmas holiday
       • **For Ph.D. - at least eleven working weeks before this date**
       • **For Ed.D. - at least nine working weeks before this date**

January 16   Deadline for adding 2009 Winter Session courses

January 17   Deadline for students who hold dual registration for both M.A. and Ph.D. 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 2008 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 27   Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council

February 16   Family Day (University closed)

February 27   Deadline for withdrawing from the 2009 Winter Session and full-year courses without academic penalty

March 6   Final date for submitting a complete application for admission to degree programs beginning in the 2009 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

2009 continued

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 2009 Winter Session
March 16-20	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 23-27	Course selection information will be available for continuing students, for the 2009 Summer Session, 2009 Fall Session **and** the 2010 Winter Session
April 3	Last day of 2009 Winter Session and full-year lectures
April 3	Final date for Special Students to submit a complete application for admission to the 2009 Summer Session, first term
April 10	Good Friday (University closed)
April 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 23	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2009 Summer Session, the 2009 Fall Session and the 2010 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 1	Final date for submitting a complete application for admission to degree programs beginning in the 2009 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 12	Grade submission date for 2009 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 12	Deadline for SDF designation for 2008 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 18	Victoria Day (University closed)
June 5	Final date for Special Students to submit a complete application for admission to the 2009 Summer Session, second term
June TBA	Spring Convocation (see **www.utoronto.ca/convocation**)
June 26	Final date for submitting a complete application for admission to degree programs beginning in the 2009 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

General Information

Travaux et Thèses en Français

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

Prière de consulter la page 180 pour plus de renseignements sur ce programme.

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

Département d'éducation des adultes, apprentissage et psychologie du counselling
D. Schugurensky, S. Peterson

Département de curriculum, d'enseignement et d'apprentissage
A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, T. Goldstein, N. Labrie, S. Lapkin, K. Rehner, J. Slotta, N. Spada, M. K. Swain

Département du développement humain et de psychologie appliquée
J. Ducharme, M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation
M. Eichler, D. Farmer, J. Gaskell, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
S.E. Anderson, D. Haché, R. Hayhoe, R. Sandwell E. Smyth

Voir la section pour une description des cours en français, sous la rubrique "Études francophones en éducation" à la page 180.

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

Course selection information for the 2008 Summer Session, the 2008 Fall Session and the 2009 Winter Session will be available near the end of March 2008 at **<www.ro.oise.utoronto.ca>**.

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. You must pay your fees 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 2008 Fall Session and the 2009 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

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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.

OTE. Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

The EdN N in i her Education in the Higher Education Program
The EdN N for ommunity olle e eaders in the Higher Education Program

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

Off ampus/ istance 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 via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Application Frocedures

Applicants may contact their local OISE Field Centre (see listing in Research and Field Activities section, pages 184 - 189). Application information is available at **<www.ro.oise.utoronto.ca>**.

OTE. Procedures are the same for all applicants (see pages 28 - 32).

ourse e uirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 169.

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.**

e istration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students who have already been admitted to a degree program will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

e uired Feriod of Hull 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

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b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

OTE. Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

The EdN N in i her Education in the Higher Education Program
The EdN N for ommunity olle e eaders in the Higher Education Program

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

He i le time FhN N

Flexible-time Ph.D. degree programs are offered in Adult Education and Community Development, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Second Language Education and Sociology in Education, and differ from the regular full-time Ph.D. degree programs in design, delivery, and funding. Consult page 27, and the departmental sections, on pages 35 - 169 for further details.

Dual Registration for M.A. and Ph.D. Students

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

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

   NOTE. Only the appropriate Ph.D. fees will be charged.

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

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

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

Transfer Credit

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

This will not reduce the total degree program fee required.

Continuity of Registration

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

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

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

NOTE. M.Ed. students registered in Option IV are exempt from the above requirement.

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

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

Leave of Absence

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

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

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

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

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

Course Changes and Course Completion
The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 – 15. 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 a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 15. 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 written notification 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 Principals' Qualification Program)
Requests for transcripts should be made to:
The Records Officer
OISE Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1684
or 1-800-443-7612
Fax: 416-323-9964

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

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

At the time of printing this *Bulletin*, the charge for a transcript is $10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 192 and 204.) 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 two-year program and the Master of Teaching in Elementary and Intermediate Education program require successful completion of practice teaching in the schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students.

Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification card, the schools will not allow teacher education candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
E-mail: **oesc-cseo@opsba.org**
Website: **www.oesc-cseo.org**

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 reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 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

Definitions

AQ Additional Qualifications for Educators
MRP Major Research Paper
QRP Qualifying Research Paper
SGS School of Graduate Studies
ROSI Repository of Student Information

inimum Admission
and e ree e uirements

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

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Teaching (M.T.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

OTE: Application procedures are described on pages 28 - 32.

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.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to 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 graduate degrees 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).

aster of Education (Ed)

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 further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Admission e uirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

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 University of Toronto degree.

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

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

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

e ree e uirements

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

The minimum requirements for the M.Ed. degree are as follows:

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

Option I - Coursework and Comprehensive Requirement:
ten half-courses plus a comprehensive examination/requirement.
Option II - Research Project:
eight half-courses plus a research project or a Major Research Paper.
Option III - Thesis:
six half-courses plus a thesis.
Option IV - Coursework only:
ten half-courses

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

b)   Full-time study, though desirable, is not required.

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

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

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

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

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

e)   All requirements for the degree must be satisfactorily completed **within six years** of first enrollment.

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.

aster of Arts (NAN)

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 further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. 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 M.A. degree programs at OISE, e.g. History and Philosophy of Education, and Sociology in Education, are comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. 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 a four-year bachelor's degree in a relevant discipline or professional program. Consult departmental information for full details, pages 35 - 169.

Admission e. uirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

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

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which 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.

e ree e. uirements

Applicants must declare their choice of OISE department, degree, program and field 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 M.A. at OISE are as follows:

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

a) Students admitted to a **one year pro ram** 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 pro ram** on the basis of a four-year bachelor's degree which does not embrace the field of special-ization 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 **t o year pro ram** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. students, with the exception of those in the Child Study and Education Programs, must have their thesis committees officially formed as follows:
if studyin full time - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
if studyin part time - upon the completion of two-thirds of the M.A. 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

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

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one or two academic years of full-time study is required for some programs of study. Consult departmental information for full details, pages 35 - 169.

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

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

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

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrollment for students admitted to a six or eight half-course degree program and **within six years** of first enrollment for students admitted to a ten or twelve half-course degree program.

aster of Teachin (NTN)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. (See pages 85 - 87 for further information.)

Admission e uirements

An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid B or etter** in the final year.

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

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which 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.

Applicants normally must

a) Describe in their Statement of Intent three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Include in their Résumé a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis.

c) Be interviewed by a panel of faculty, teachers and students.

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

OTES

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

2) A criminal record report will be required for certification by the Ontario College of Teachers. See page 20 for further information.

e ree e uirements

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

octor of Education (EdN N)

This degree is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 35 - 169.

Admission e uirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a

University of Toronto **B or etter** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 169.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*, available from the Registrar's Office, Graduate Studies Admissions Unit or from + x x N oN iseN utorontoN a< .

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 169.

e ree e uirements

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

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 35 - 169).

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

c) Eight half-courses are required for students who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

   An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

d) Students in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The student must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

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

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

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

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed ithin si years of first enrollment as an Ed.D. student.

octor of Philosophy (PhN N

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

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

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 27 regarding the flexible-time Ph.D.**

OTE Transfer to the flexible-time Ph.D. is not normally permitted.

Admission e uirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B or etter** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 169.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE M.A. 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 profes- sional potential.

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

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

e ree e uirements

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

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

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

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

b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization. Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE home department.

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

d) Students will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration, and must have completed all other program requirements.

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

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

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the student.

g) All requirements for the Ph.D. degree program must be completed **ithin si years** of first enrollment as a Ph.D. student.

He i le time FhN N e ree Fro rams

The Ph.D. programs in Adult Education and Community Development, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Second Language Education, and Sociology in Education may be undertaken on a "flexible-time" basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment is related to their intended field of study and research interests. The flexible-time Ph.D. differs from the full-time Ph.D. in design, delivery and funding. All requirements for the flexible-time Ph.D. are the same as those for the full-time Ph.D. Students who are considering the flexible-time Ph.D. should ensure that they will have adequate time on campus to attend classes and to fulfill the academic requirements of a Ph.D. 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 Ph.D. program are not eligible for an OISE Graduate Assistantship or the Guaranteed Funding Package, nor can they transfer to the full-time Ph.D. Guaranteed Funding cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current SGS Calendar, available at ** N sNutorontoNa<**.

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.

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.

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

Fart time Study
An applicant accepted as a part-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid B**, the applicant may not apply for admission to a degree program at a later date.

Application Frocedures

Applicants to ᴅᵉᵍree Froᵍrams

ᴺApplication for Admission

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

Official transcripts cannot be submitted on-line. These must be submitted in hardcopy directly to the OISE Registrar's Office, Graduate Studies Admissions Unit.

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

2ᴺInformation Aᵇout Applyinᵍ

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

If you require further information, contact:
OISE Registrar's Office
Graduate Studies 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

ᴺ ᵉadlines

For detailed information about deadlines, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca** Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 3, 2007,** for registration in the 2008/2009 academic year.

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

March 7, 2008	for 2008 Summer Session First Term (May)
May 2, 2008	for 2008 Summer Session Second Term (July)
June 27, 2008	for 2008 Fall Session (September)
October 3, 2008	for 2009 Winter Session (January)

ᴺOTE. The deadline for application for the 2009/2010 academic year will be December 1, 2008.

ᴺᵒn refundaᵇle Application Hᵉe Flus ᴺon refundaᵇle Supplementary Hᵉe

All applicants must pay the non-refundable application fee plus the non-refundable supplementary fee. For students currently registered in an OISE master's program and continuing into an OISE doctoral program, and for former OISE students with no current registration, the application fee and supplementary fee are applicable.

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

ᴺOTE. For 2008/2009 the application fee is $100 (Canadian) and the supplementary fee is $70 (Canadian) for a total $170. Fees are subject to change for 2009/2010.

Payment of the application fee and supplementary fee must be received before an application will be considered. Applicants are encouraged to pay on-line via the University of Toronto, School of Graduate Studies on-line application system.

NSupportin ocumentation

With the exception of official transcripts [see 5a) below], the University of Toronto, School of Graduate Studies on-line application system facilitates the electronic, on-line, submission of required supporting documentation.

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

OTE. The on-line application system assigns an Applicant Number. Applicants submitting hardcopy documents must include this reference number. If documents are not correctly identified, there will be a delay in processing, or the documents may not be received.

Applicants should submit only the necessary required supporting documentation.

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

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

a) Transcripts

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

Official transcripts cannot be submitted on-line via the University of Toronto, School of Graduate Studies on-line application system, but must be submitted in hardcopy to the OISE Registrar's Office, Graduate Studies Admissions Unit.

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

Applicants must make arrangements to have all required official transcripts sent to them, and submit all the issuing institution's unopened envelopes together in one clearly identified package. The University of Toronto, School of Graduate Studies on-line application system provides a "Mailing Sheet" to help identify a record; it should accompany a transcript package. If submitting all transcripts together in one package is not possible, transcripts can be submitted individually, and transcripts can also be mailed directly to the Registrar's Office by the issuing institution.

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

) etters of eference

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

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

The application system facilitates the electronic, on-line submission of reference letters. A designated referee will be automatically contacted and provided with detailed directions. A reference form is not available; referees are asked to use professional letterhead.

c) ' sum'

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

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

d) Statement of Intent

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

A statement of intent should detail study and/or research interests, career goals, and reasons for seeking admission. It's helpful to begin with a list of four or five key words or phrases that relate to the proposed graduate study.

Applicants may also wish to identify OISE faculty members with whom they are interested in working. The length of a statement of intent can vary, but generally it should be 1000-1500 words.

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

e) Sample of ﾞritten ﾞor>

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

A sample of written work should be no more than 5000 words maximum. The application system facilitates the electronic, on-line submission of a sample of written work – but large documents (more than 5000 words) cannot be accommodated.

f) Special ﾞotes for Applicants to the ﾞhild Study and Education 2 year Froﾞram and the ﾞaster of Teachinﾞ in Elementary and Intermediate Education Froﾞram

ﾞanadian Birth ﾞertificate / ﾞertificate of ﾞhanﾞe of ﾞame

Applicants to the Child Study and Education 2-year program and the Master of Teaching in Elementary and Intermediate Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth) are not required at the time of application for admission. However, these may be required subsequently. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be required subsequently.

School Boardﾞeﾞuirements

Applicants to the Child Study and Education 2-year program and the Master of Teaching in Elementary and Intermediate Education program are advised that a criminal record report, are not required at the time of application for admission. However, these may be required subsequently.

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

Questions regarding this process should be directed to:
The Ontario Education Services Corporation
E-mail: **oesc-cseo@opsba.org**
Website: **www.oesc-cseo.org**

The Ontario ﾞolleﾞe of Teachers ﾞertification

The Ontario College of Teachers (OCT) is responsible for licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents, and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant's Declaration about their suitability for registration. 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 ﾞolleﾞe of Teachers
Telephone: 416-961-8800

VN Enﾞlish ﾞanﾞuaﾞe Facility

OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

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

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE Registrar's Office,

Graduate Studies Admissions Unit, to be considered official. Test scores are valid for two years from the date of testing.

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
Telephone: 1-877-863-3546
E-mail: toefl@ets.org
Website: **www.toefl.org**

Presently, the TOEFL is offered in **three** formats:
paper based, on which a minimum total score of 580 is required (must include the Test of Written English component with a minimum score of 5.0)
O
computer based, on which a minimum total score of 237 is required (with a minimum score of 5.0 on the Essay Rating component)
O
internet based, on which a minimum overall score of 93 is required (with a minimum score of 22 for both the writing and speaking components)

The OISE "Institution Code" is 0982.

Michigan English Language Assessment Battery (MELAB)
English Language Institute, MELAB Office
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: **www.lsa.umich.edu/eli/testing/melab**
O
The Toronto MELAB Test Centre
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: **www.melab.ca**

The minimum MELAB score required is 85.

International English Language Testing System (IELTS)
University of Cambridge
E-mail: ielts@ucles.org.uk
Website: **www.ielts.org**

The minimum IELTS score required is 7.0.

The Certificate of Proficiency in English (COPE)
COPE Testing Limited
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: **www.copetest.com**

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component). Under the new scoring model effective January 2008, a minimum total score of 76 is required (with a minimum score of 22 in each component, and a minimum score of 32 in the writing component).

The University of Toronto, School of Continuing Studies, English Language Program, Academic Preparation Course (Level 60 Advanced)
Telephone: 416-978-5104
E-mail: learn@utoronto.ca
Website: **www.learn.utoronto.ca/**

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

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

For more information on OISE Graduate Assistantships contact:
OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
E-mail: gradfinasst@oise.utoronto.ca
Website: **www.oise.utoronto.ca/studentservices**

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE graduate student. It is very unfortunate when a student cannot continue in their program of study due to financial hardship. See pages 193 - 197 for information on graduate student financial support. Also see pages 190 and 191 for information on International Student Fees.

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

9N eferrals

eferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In e ceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2008 Fall Session but is not able to begin the program until the 2009 Fall Session, the student's request for deferral must be received no later than September 12, 2008. 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 university-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 guaranteed funding cohort. OISE Graduate Assistantship applications are available in September for the following academic year.

elay to the inter Session

Some degree programs 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 Studies 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.

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.

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.

Hull Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enroll in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 21 - 27.

Fart Time Study

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

Those accepted with standing lower than a University of Toronto **mid B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

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

Summary of OISE's Departments, Programs and Fields

NOTE: Applicants select a program of study in the following sequence: Department, Program, and Field (if applicable).

Adult Education and Counselling Psychology
1) Adult Education and Community Development Program
2) Counselling Psychology Program
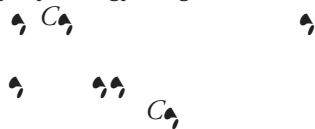
Curriculum, Teaching and Learning
1) Curriculum Studies and Teacher Development Program
2) Master of Teaching in Elementary and Intermediate Education Program (P/J & J/I)
3) Second Language Education Program

Human Development and Applied Psychology
1) Child Study and Education Program
2) Developmental Psychology and Education Program
3) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education
1) Sociology in Education Program

Theory and Policy Studies in Education
1) Educational Administration Program
2) Higher Education Program
3) History and Philosophy of Education Program
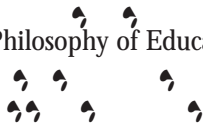
Collaborative Programs
OISE also participates is several Collaborative Programs. Please see pages 170 - 178 for more information.

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

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

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

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

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

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

Individual Reading and Research Courses

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

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 15.)

Special Topics Courses

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

Adult Education and Counselling Fsychology (AECF)

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

**Adult Education and Community Development
Counselling Fsychology**

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

Each program offers the following degrees: M.Ed., M.A. and Ph.D. Additionally, an Ed.D. degree is offered in the Counselling Psychology Program. In the Counselling Psychology Program the M.A. and Ph.D. degrees lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario. The M.Ed. degree provides the basic preparation for Certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association.

The Adult Education and Community Development Program also offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. In addition, there is a Certificate in Adult Training and Development for those with an interest in that area. The Counselling Psychology Program offers a Certificate of Completion in Cognitive Behavioural Therapy.

The Department is also involved in several graduate collaborative programs (page 40) as well as the Initial Teacher Education program (page 40).

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

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

For information about registration, contact:
Christine Fung, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: cfung@oise.utoronto.ca

Academic Information
Susan Hall, Graduate Program Coordinator
Telephone: 416-978-0729
E-mail: shall@oise.utoronto.ca

Adult Education and Community Development Frogram
For specific program information see our website at:
http://aecp.oise.utoronto.ca/ae/index.html
E-mail: aeinfo@oise.utoronto.ca
Program Coordinator: Daniel Schugurensky

Counselling Fsychology Frogram
For specific program information see our website at:
http://aecp.oise.utoronto.ca/cp/index.html
E-mail: cpinfo@oise.utoronto.ca
Program Coordinator: Mary Alice Guttman

Chair of the Department
Marilyn Laiken, Ph.D. (Toronto)
Professor
mlaiken@oise.utoronto.ca

Associate Chair of the Department
Niva Piran, Ph.D. (Texas)
Professor
npiran@oise.utoronto.ca

Adult Education and Community Development Frogram

Faculty

Eileen Antone, Ed.D. (Toronto)
Associate Professor, cross-appointed from the Transitional Year Program, University of Toronto and Director of Aboriginal Studies

eantone@oise.utoronto.ca

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer

bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor

acole@oise.utoronto.ca

Anne Goodman, Ph.D. (Toronto)
Assistant Professor

agoodman@oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
Associate Professor

njackson@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Professor
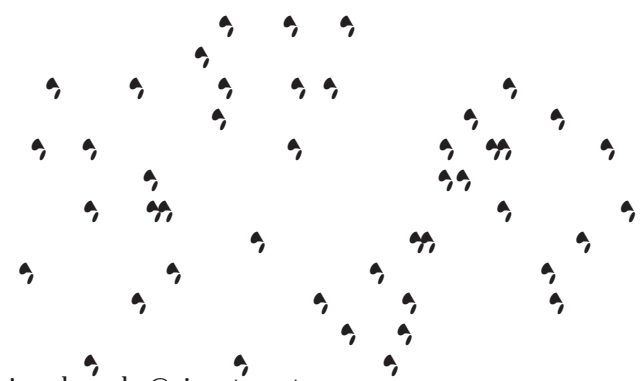
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Professor, Department Chair

mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity
Studies in Education

dlivingstone@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
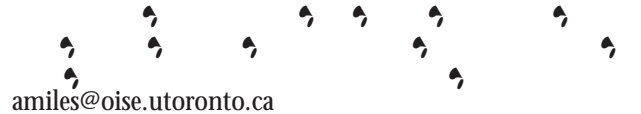
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Associate Professor

kmirchandani@oise.utoronto.ca

Shahrzad Mojab, Ph.D. (Illinois)
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Karen Mundy, Ph.D. (Toronto)
Associate Professor, Director, Comparative, International
and Development Education Centre and the Collaborative
Degree Program in Comparative, International and
Development Education and Canada Research Chair in
Global Governance and Comparative Educational Change

kmundy@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studies
in Education and Theory and Policy Studies in Education

rng@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Co-Director, Social Economy Centre,
cross-appointed to Sociology and Equity Studies in
Education

jquarter@oise.utoronto.ca

Jean-Paul Restoule, Ph.D. (Toronto)
Assistant Professor

jrestoule@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)
Associate Professor

dschugurensky@oise.utoronto.ca

Jennifer Sumner, Ph.D. (Guelph)
Assistant Professor

jsumner@oise.utoronto.ca

Associated Instructors

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change, leadership development, stakeholder consultation processes.
dabbeylivingston@oise.utoronto.ca

MaryAnn Archer, Ed.D. (Toronto)
Organizational development consultant
marcher@nxknowledge.com

Isla Carmichael, Ph.D. (Toronto)
Sessional Lecturer II; Director of Policy, Ontario Expert Commission on Pensions; workplace, organizational and economic democracy; education, labour and work.
icarmichael@opseu.org

Guy Ewing, Ph.D. (Toronto)
Community literacy worker and researcher
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Margaret Fisher, Ed.D. (Toronto)
Adult educator and marriage/family therapist
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Yasmin Gopal, Ph.D. (Georgia)
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Maura McIntyre, Ed.D. (Toronto)
Researcher and Adjunct Professor
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Betty Jane Richmond, Ph.D. (Toronto)
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bjrichmond678@aol.com

Professors Emeriti
Joseph P. Farrell, Ph.D. (Syracuse)
Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
Edmund V. O'Sullivan, Ph.D. (Syracuse)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

Faculty

Charles P. Chen, Ph.D. (British Columbia)
Associate Professor, Canada Research Chair in Life Career Development

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Mary Alice Julius Guttman, Ph.D. (Wisconsin)
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Associate Professor

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Niva Piran, Ph.D. (Texas)
Professor, Associate Department Chair

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and Counselling Services, OISE

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Jeanne E. Watson, Ph.D. (York)
Professor

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Associated Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer

bburstow@oise.utoronto.ca

Sessional Faculty

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Assistant Professor

ghamovitch@oise.toronto.ca; ghamovitch@bellnet.ca

Becky J. Liddle, Ph.D. (North Carolina)
Associate Professor

bliddle@oise.utoronto.ca

Associated Instructors

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Psychologist, Private Practice (Multicultural issues,
Mindfulness and Psychology)
ana@anabodnar.com

Diana Rose Brecher, Ed.D. (Toronto)
Coordinator of the Centre for Student Development and
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dbrecher@gwemail.ryerson.ca

Colin Campbell, Ed.D. (Toronto)
International Futurist; CEO, Human Resources Strategies
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Karin R. Jasper, Ph.D. (Toronto)
Clinical Specialist at the Day Program for Eating Disorders
at the Hospital for Sick Children
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karin.jasper@sickkids.ca

Nina Josefowitz, Ph.D. (Toronto)
Psychologist, private practice; Course Director, Cognitive
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Maura McIntyre, Ed.D. (Toronto)
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Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice
marsha.rothstein@rogers.com

Ronald E. Warner, Ed.D. (Toronto)
Psychologist, private practice
rewarner@oise.utoronto.ca

Internship Supervisors

NOTE: Changes to several of the following can be
expected in September 2008.

Judith A. Silver, Ph.D (Toronto)
Coordinator of Internships and Counselling Services,
OISE, and Co-Director, OISE Counselling and
Psychoeducational Clinic

Jeffery L. Abracen, Ph.D (McGill)
Chief Psychologist, Central District Parole, Correctional Service Canada, Toronto

Diane Addie, Ph.D (York)
Coordinator, Learning Disabilities Program, Atkinson Counselling and Supervision Centre, Toronto

Donna Akman, Ph.D (Toronto)
Psychologist, Centre for Addiction & Mental Health, Women's Therapy Centre, Toronto

Deborah Azoulay, Psy.D (Adler School/Chicago)
Psychologist, Lakeridge Health Oshawa, Oshawa

Jason R. Bacchiochi, Ph.D (Toronto)
Psychologist, Centre for Addiction & Mental Health, Toronto

R. Michael Bagby, Ph.D (York)
Director, Clinical Research, Centre for Addiction and Mental Health, Toronto

Lisa M. Bourque, Psy.D (Adler School/Chicago)
Director of Clinical Training, Dr. Dalton Counselling Services, Hamilton

Paulette Brazeau, Ph.D (Toronto)
Psychologist, Markham-Stouffville Hospital, Markham

Diana R. Brecher, Ed.D (Toronto)
Psychologist, Coordinator of the Centre for Student Development and Counselling, Ryerson University, Toronto

Pam D. Broley, Ed.D (Toronto)
Director, Counselling and Career Centre, York University, Glendon College, Counselling and Career Centre, Toronto

Jennifer Coolbear, Ph.D (York)
Staff Psychologist, Hospital for Sick Children Day Program for Eating Disorders, Toronto

Christine Courbasson, Ph.D (York)
Psychologist, Head, Eating Disorders and Addiction Clinic, Centre for Addiction and Mental Health, Toronto

Stephanie L. Dubois, Ph.D (Ball State)
Psychologist, London Regional Mental Health Care, London

Adele Efendov, Ph.D (Toronto)
Psychologist, Centre for Addiction & Mental Health, Toronto

Peter Farvolden, Ph.D (Waterloo)
Clinical Director, Work Stress and Health Program, Centre for Addiction & Mental Health, Toronto

Edward Glassman, Ph.D (York)
Staff Psychologist, Mental Health Program, North York General Hospital, Toronto

Gregory Hamovich, Psy.D (Rutgers)
Assistant Professor, OISE Counselling & Psychoeducational Clinic, Toronto

Karin Jasper, Ph.D (Toronto)
Clinical Specialist, Hospital for Sick Children Day Program for Eating Disorders, Toronto

Judith Laposa, Ph.D (British Columbia)
Psychologist, Assistant Professor of Psychiatry, Centre for Addiction and Mental Health, Toronto

Larry Leach, Ph.D (Arizona State)
Manager, Neuropsychological Diagnostic & Evaluation Service, Baycrest, Toronto

Ermine Leader, Ph.D (Andrews)
Coordinator of Liaison Program/Counselling Supervisor, York University Counselling and Development Center, Toronto

Becky J. Liddle, Ph.D (North Carolina/Chapel Hill)
Associate Professor, OISE Counselling & Psychoeducational Clinic , Toronto

Chuck Marino, Ph.D (Edinburgh)
Associate Professor and Senior Consultant, Atkinson Counselling Centre, York University, Toronto

Heather McLean, Ph.D (Queen's)
Psychologist, Markham-Stouffville Hospital, Markham

Shelley McMain, Ph.D (York)
Psychologist, Centre for Addiction & Mental Health, Toronto

Sam Minsky, Ph.D (Toronto)
Director, University of Toronto Counselling & Learning Skills Service, Toronto

Shulamit Mor, Ph.D (York)
Clinical Supervisor, Counselling and Development Centre, Toronto

Judy Oleniuk, Ph.D (York)
Psychologist, Mental Health & Addictions Program, North York General Hospital, Toronto

Bryan Phillips, Ph.D (York)
Counsellor/Counselling Supervisor, York University Counselling and Development Centre, Toronto

Prathiba Shammi, Ph.D (Toronto)
Psychologist, Sunnybrook Health Sciences Centre, Toronto

Isaac Smith, M.A. (York)
Director of Neuropsychology Clinic, Toronto East General Hospital, Toronto

Robert F. Stevens, Ph.D (York)
Psychologist, William Osler Health Centre, Brampton

Lisa L. Trepanier, Ph.D (York)
Neuropsychologist & PPL for Psychology, Lakeridge Health Oshawa, Oshawa

Jeanne E. Watson, Ph.D (York)
Associate Professor, OISE Counselling & Psychoeducational Clinic, Toronto

Initial Teacher Education Program

Business Studies

Laura Pinto, M.Ed. (Windsor)
Lecturer

lpinto@oise.utoronto.ca

Madeline Dennis, B.A., B.Ed.
Pre Service Instructor SP4; Curriculum Coordinator, TDSB; Project Manager, Curriculum Writing Teams, Ministry of Education

mdennis@oise.utoronto.ca

Technological Studies

Sara McKitrick, M.Ed. (Toronto)
Lecturer

smckitrick@oise.utoronto.ca

Bernie Burns, Dip. Ed. (Western) B.A. (Waterloo)
Sessional Lecturer

bburns@oise.utoronto.ca

Bob Corney, B.A. (McMaster)
Sessional Lecturer II

bcorney@oise.utoronto.ca

Larry Maloney, M.Ed.
Lecturer

lmaloney@oise.utoronto.ca

Professors Emeriti
Sabir A. Alvi, Ph.D. (Indiana)
J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the Secondary Program 4 (Education and Work) and preservice or cross-listed Related Studies courses.

This option is designed for Initial Teacher Education candidates in Business Studies or Technological Studies subject areas with an interest in workplace issues and transitions to the M.Ed. program. This arrangement involves three graduate programs - Sociology in Education, Adult Education and Community Development, and Counselling Psychology.

The M.Ed. has a co-ordinated set of course offerings related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Initial Teacher Education program for Business Studies
Laura Pinto
E-mail: lpinto@oise.utoronto.ca

Initial Teacher Education program for Technological Studies
Sara McKitrick
E-mail: smckitrick@oise.utoronto.ca

OISE Collaborative Graduate Programs

Comparative, International and Development Education

Program Director
Karen Mundy, Adult Education and Counselling Psychology

Contact
Website: cide.oise.utoronto.ca
E-mail: cide@oise.utoronto.ca

Participating AEC Faculty
Vandra Masemann, Angela Miles, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Roxanna Ng, Jack Quarter, Jean-Paul Restoule, Daniel Schugurensky.

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., and Ph.D. levels in the Departments of

Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

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

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 176 in this *Bulletin* and on the CIDE Website at **+cide.oise.utoronto.ca<**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses
The following is a list of courses offered by the department of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 173 - 176).

AEC1102H Community Development: Innovation Models
AEC1114H Comparative and International Perspectives in Adult Education
AEC1145H Participatory Research in the Community and the Workplace [RM]
AEC1146H Women, War and Learning
AEC1180H Aboriginal World Views: Implications for Education
AEC1181H Embodied Learning and the Qi Gong
AEC3104H Political Economy of Adult Education in Global Perspectives
AEC3119H Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3131H Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H Special Topics: Citizenship Learning and Participatory Democracy
AEC3132H Special Topics in Women in Development and Community Transformation
AEC3138H Social Theories and Adult Education
AEC3140H Post-colonial Relations and Transformative Education
AEC3179H Work, Technology and the Knowledge Economy

AEC3180H Global Governance and Educational Change
CIE1001H Introduction to Comparative, International and Development Education

A wide selection of additional courses is available across participating departments. See the entry on pages 173 - 176 in this *Bulletin* or visit the CIDE Website **+cide.oise.utoronto.ca<**.

Other University of Toronto Collaborative Graduate Degree Programs

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

Aboriginal Health
The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations. Further information is available on page 170 of this *Bulletin* and from the **School of Graduate Studies Calendar.**

Addiction Studies
The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 170 of this *Bulletin* and from the **School of Graduate Studies Calendar.**

Aging, Palliative and Supportive Care Across the Life Course
This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on page 171 in this *Bulletin* and from the **School of Graduate Studies Calendar.**

Community Development
The two programs in the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program

receive a special notation on their transcripts. Further information is available on page 171 of this *Bulletin*, at **‹www.lrncentre.utoronto.ca/ communitydevelopment.html›** and from the School of Graduate Studies.

Participating AECD faculty:
Angela Miles, Jack Quarter, Daniel Schugurensky

Courses (from page 42)
AEC1102H Community Development: Innovative Models
AEC1104H Community Education and Organizing
AEC1289H Community Mental Health
AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3131H Special Topics: Citizenship Learning and Participatory Democracy
AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The contact person for this program is:
Daniel Schugurensky, Department of Adult Education and Counselling Psychology
Telephone: 416-978-0812
E-mail: dschugurensky@oise.utoronto.ca

Environmental Studies

OISE offers, in cooperation with the University of Toronto Centre for Environment, a Collaborative Program in Environmental Studies. This program is offered within OISE jointly through the Departments of Adult Education and Counselling Psychology; and Sociology and Equity Studies in Education. Further information is available on page 176 of this *Bulletin* and from the School of Graduate Studies Calendar. **The contact person in the Adult Education and Counselling Psychology Department is:**

Jennifer Sumner
E-mail: jsumner@oise.utoronto.ca

Women and Gender Studies (WGS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women and Gender Studies (CWGS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE home department. Further information is available on page 178 in this *Bulletin* and from the *School of Graduate Studies Calendar*.

Adult Education and Community Development Program

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

Areas of program emphasis are:
• Aboriginal/Indigenous Education
• Community, International and Transformative Learning
• Creative Inquiry, Personal and Professional Learning
• Workplace Learning and Change

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

General Information

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

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

For information about registration, contact:
Christine Fung, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: cfung@oise.utoronto.ca

Admission

Application procedures for all degrees in the Adult Education and Community Development program are described in the Application Procedures section, pages 28 - 32.

For Minimum Admission and Degree Requirements for all degrees in the Adult Education and Community Development program see pages 21 - 27.

Applicants should submit a Letter of Intent indicating which of the four Areas listed below most interests them and naming at least two faculty members whose interests are closest to their own. The Program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies. **If you have Glo al/International interests please ma>e this clearN**

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

For faculty profiles and research interest see pages 35-40.

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aster of Education
For minimum admission and degree requirements see pages 21-22.

The M.Ed degree can be taken on either a full or part time basis. It serves individuals seeking to develop skills for education, community and organizational development roles in a wide range of settings in public, private and voluntary sectors. The M.Ed. program includes 10 courses and no thesis. The program of study consists of ten half-courses, usually at the 1000-level. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take course AEC1100, The Outline of Adult Education. It is also highly recommended that one research methods course is taken.

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

Hurther information a out the , or> and areer research area is availa le from,
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-978-0884
E-mail: kiran@oise.utoronto.ca

aster of Arts
For minimum admission and degree requirements see page 22.

The M.A. is a research-based degree program which can be taken on a full- or part-time basis. In addition to eight half-courses, students complete a thesis based on original research. **This normally re uires more than one yearN**

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

octor of Fhilosophy
For minimum admission and degree requirements see pages 25 - 27.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to practice. AECD offers both a full-time and flexible-time Ph.D. program.

Full-time Ph.D. students must complete their degree within six years. They begin as a cohort and it is highly recommended that they take AEC3102 (the required doctoral thesis seminar) in the first term of their program. Flexible-time Ph.D. students must complete their degree within eight years. It is also recommended that they take AEC3102 in the first term of their program. Degree requirements for both full-time and flexible-time Ph.D. students are: six half-courses, at least four of which must be from the Adult Education and Community Development Program. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. A minimum of four half-courses must be at the doctoral/3000-level, normally including course AEC3102. Students would also normally take at least one specialized research methods course.

In addition, all students are expected to complete a comprehensive requirement and a thesis.

Fro ram Areas of Emphasis

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

A ori inal/Indi enous Education
The Aboriginal/Indigenous Education area underscores the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to

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

Community, International and Transformative Learning

Courses in the Community, International and Transformative Learning area focus on popular education, collective action, social justice, peace, sustainability and planetary survival. They frame community learning, teaching and development as a complex, multifaceted social, economic, political, cultural and spiritual endeavour. These courses bring varied perspectives including feminist, ecological, anticolonial, anti-racist, political economy, indigenous, transformative learning and community organizing (among others) to a rich dialogical learning experience informed by critical analysis and alternative visions. They create an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches, as they undertake research and practice and contribute to knowledge. Knowledge and learning/teaching outside of the academy are honoured, and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and internationally. Many courses in this area are also part of Graduate Collaborative Programs in Community Development, Environmental Studies, Comparative and International Development Education, and Women and Gender Studies.

Creative Inquiry and Adult Learning

Courses in the Creative Inquiry and Adult Learning area promote and support the learning and work of educators and practitioners from diverse formal and informal educational settings such as communities, schools, colleges, health care institutions, and other organizational settings. They emphasize a collaborative, relational, mutual orientation to learning, teaching and research and adhere to principles and practices of adult learning and teaching

and feminist pedagogy. Central to this area is a commitment to inquiry-based learning which honours prior experience and autobiographical presence as starting points for learning and research.

The broad agenda of this area relates to defining knowledge and ways of knowing in holistic ways. This involves expanding conventional notions of rational knowledge to include embodied, emotional and artistic ways of knowing. In research practice this means finding alternative methods of inquiry that move beyond conventional academic discourse to honour the complex and multidimensional nature of the human condition and ways of making research-based knowledge more accessible to diverse audiences. Thus, the courses focus on incorporating creative processes and representational forms of the arts (e.g. poetry, literary prose, drama, music, installation art, photography, painting) into social science research and practice. Students who conduct research in the area of Creative Inquiry and Adult Learning typically engage in inquiry-based studies with an explicit intention of investigating and instigating personal, professional, or social transformation.

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.

⌐entres

The following research centres are based in the Department:

- ⌐entre for Arts Informed esearch
- ⌐omparative• International and evelopment Education ⌐entre
- Transformative earnin ⌐entre

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

- ⌐entre for Inte rated Anti acism Studies
- ⌐entre for the Study of Education and or>
- ⌐entre for omen s Studies in Education

For more detailed information about these and other OISE research and field centres, see pages 184 - 189 of this *Bulletin*.

⌐entre for Arts Informed esearch (⌐AI)

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
      Rooms 7-188 and 7-186
Telephone: 416-978-0759
E-mail: acole@oise.utoronto.ca

O

Telephone: 416-978-0778
E-mail: jgaryknowles@oise.utoronto.ca
Website: **home.oise.utoronto.ca/~aresearch**

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for

faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

The ⌐omparative• International and evelopment Education ⌐entre (⌐I E⌐)

Fro ram irector
] aren undy• Adult Education and Counselling Psychology

⌐ontact
Website: **cideⓝoiseⓝutorontoⓝca**
E-mail: cide@oise.utoronto.ca

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC 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. For more information see our Web page at:
cide.oise.utoronto.ca

Transformative earnin ⌐entre (T ⌐)

Heads: Anne Goodman and Daniel Schugurensky
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-978-0784
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. It looks at ways of combining innovative practices, new knowledges, and alternative strategies for personal and social transformation. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 188 for more information.)

Interdepartmental Research Areas

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

Aboriginal Education

The Adult Education and Community Development program, along with the departments of Curriculum Teaching and Learning and Sociology and Equity Studies in Education, collaborate in this interdepartmental research area and in the development of Aboriginal Education studies. The Indigenous Education Network (IEN) is the OISE-wide forum for students and faculty to work together on shared research and teaching interests. The IEN and the Aboriginal Student Caucus offices are located in the department of Adult Education and Counselling Psychology. Also see page 179.

Participating AECD faculty:
Jean-Paul Restoule, Eileen Antone, Bonnie Burstow, Angela Miles, Suzanne L. Stewart

Further information is available from:
Jean-Paul Restoule
Telephone: 416-978-0806
E-mail: jrestoule@oise.utoronto.ca

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE-wide interde-partmental research area. See page 182 or contact Anne Goodman (agoodman@oise.utoronto.ca) for more information.

Learning and Work>

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by SESE and AECP. See page 181.

Women's Studies/Feminist Studies

Students and faculty in the Adult Education and Community Development Program, the Counselling Psychology Program, and the Departments of Curriculum Teaching and Learning, Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in this Interdepartmental Research Area. See page 183 or contact Angela Miles (amiles@oise.utoronto.ca) for more information.

Certificate Programs

Graduate Certificate Programs

Certificate in Adult Education

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

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 190 - 192).

Further information is available from:
Amelia Nanni, Business Officer
Telephone: 416-978-0728
E-mail: ananni@oise.utoronto.ca

Professional Certificate Programs

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-118

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum.

> Understanding the Adult Learner
> Needs Assessment
> Instructional Design
> Presentation Design and Delivery
> Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Coordinator and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2007/2008 was $3,875. Fees information is not yet available for 2008/2009. Modules may be taken individually.

For further information and/or to register, contact:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-978-0819
Fax: 416-926-4719
Website: **http://aecp.oise.utoronto.ca/cert/adult-training.html**

Certificates in Leadership Coaching

Professional coaching has become the change process of choice for individuals and organizations around the world. Coaching skills are increasingly required competencies for leaders in educational, business, and service fields. The Department of Adult Education and Counselling Psychology has joined with Adler School of Professional Studies to offer three Certificates in Leadership Coaching.

Certificate 1: Leadership Coaching in the Workplace (LCW)
For leaders who understand the importance of having coaching skills and a coaching mindset as part of their competencies, whatever their position and whatever their organization. This 11-day certificate draws on internationally-recognized programs including Positive Change: Leader as Coach and Legacy Leadership TM.

Certificate 2: Adler Professional Coaching (APC)
For individuals, particularly already-experienced leaders, who wish to become professional coaches. In three 5-day intensive training sessions plus teleclasses and a practicum, this 1 year to 18 month program will enable successful students to meet requirements for certification with the International Coach Federation (ICF). Adler's Professional Coaching Certificate was the first in Canada to be accredited by ICF.

Certificate: Organizational/Executive Coaching (OEC)
For professional coaches who wish to add leadership/executive/organizational coaching to their repertoire and to broaden and re-invigorate their training and practice. An international panel of leading coach educators have designed a curriculum of advanced training for qualified coaches (ICF certified at a minimum of Associate Certified Coach level or completion of APC modules 1 and 2). Students may choose from a range of options to meet their learning objectives in this program of 60 hours of training plus a practicum.

For information regarding admissions and schedule, contact:
E-mail: info@adler.ca.

Courses

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

AE 00 Outline of Adult Education
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include AEC1100H in their program of study.

AE 0 Program Planning and Evaluations in Adult Education
Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

AE 02 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.

AE 0 Introduction to Research Methods in Adult Education
A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project.
Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."

AE 0. 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.

AE 0 Developing and Leading with 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.

AE 08 Adult Learning

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

AE 0 Approaches to Teaching Adults

A theoretical and experiential study of adult learning processes, 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 involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

AE Gender and Hierarchy 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.

AE . Comparative and International Perspectives in Adult Education

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

AE : Consulting Skills for Adult Educators

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

AE 9 Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

AE 22 Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice.

Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.) within local, regional, national or international contexts. Suitable projects may include field-based work or internships which leads to the development of an associated research project, reflective paper, or the development of a curriculum or programme. Weekly discussions will normally be arranged which will provide for support, feedback and reflection.

AE 2 Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

AE 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.

AE Practicum in Action Research for Organizational Change (Pass/Fail) [

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

NOTE. This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required once a

practicum placement has been arranged by the student. Please contact the Instructor for guidelines on arranging the practicum placement.

AE⁄ . _ Or ani ations and the Adult Educator, istorical and Theoretical Ferspectives on Or ani ation evelopment

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

AE⁄ . _ Introduction to Feminist Ferspectives on Society and Education

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

AE⁄ . _ Farticipatory esearch in the ⁄ommunity and the ⁄ or>place [⁄

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

AE⁄ . V omen• ar• and earnin

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. We will also take a comparative and international approach.

AE⁄ . 8 An Introduction to ⁄ or>place• Or ani ational and Economic emocracy

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

AE⁄ 0 ⁄ritical Ferspectives on Or ani ation Theory• evelopment and Fractice

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

AE⁄ 2 Individual eadin and esearch in Adult Education aster s evel

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 are available from the department. 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.

AE⁄ V Fo er and ifference in the ⁄ or>place

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.

AE⁄ V0 Introduction to Transformative earnin Studies

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

AEC V Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

AEC 0 Practitioners Experienced Knowledge

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

AEC Aboriginal Education Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

AEC 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.

AEC 8 Practitioner/Ecological Identity and Reflexive Inquiry

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

AEC 80 Aboriginal Worldviews: Implications for Education

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

AEC 8 Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

AEC 82 Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organi-

zations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.

AE⁄ 8   aster s Thesis Seminar
This seminar is designed to support M.A. students in the process of writing a thesis. Issues to be discussed will include: choosing a topic, writing a proposal, developing an argument, selecting a supervisor, and organizing the writing process. The class will be participatory, and weekly readings will be assigned on the various parts of the thesis-writing journey. Class members will also receive instruction on effective library research techniques. In addition, students will have the opportunity to read completed theses and proposals.

AE⁄ 8.   A͵ori͵inal]n∝led͵e Implications for Education
This course will explore Indigenous ways of knowing and knowledge systems and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, decolonizing method-ologies, ethics and politics of researching and teaching in Aboriginal communities, indigenous knowledge in the academy, intellectual property rights, curriculum development and innovations in Aboriginal education. Traditional teachings from respected Elders may be incorporated into learning.
For learners with a research focus, this course enables inquiry into the production of knowledge, from both western and indigenous perspectives. For those interested in education implications, the course provides a footing in the workings and characteristics of indigenous knowing which will aid their pedagogical practices in Aboriginal and non-Aboriginal contexts.

AE⁄ 8   eadership in Or͵ani͵ations ⁄han͵in͵ Ferspectives
This course provides you with opportunities to examine current principles, practices, trends and issues related to organizational leadership, and apply these concepts to your own professional practice. You will explore leadership styles, practices, tasks and models, and are encouraged to reflect on and analyze your own leadership experiences in light of theories examined.

AE⁄ 8V͵ Ferspectives On Or͵ani ational ⁄han͵e
Perspectives on Organizational Change" explores concepts, practices and processes in organizations, with specific emphasis on the challenges and strategies for addressing the human aspects of change. The course combines an experi-mental approach and critical analysis to examine issues in organizational change. Students will gain understanding of theories, practices and the importance of Human Resources Development, Human Resources Management and Labour Relations principles in planning and implementing effective organizational change.

AE⁄ 8   Alternative͵ays of͵esearchin͵ A͵in • Illness and ͵ealth
This course is intended to be useful to both practitioners and researchers working in the field of age studies and health. The course will focus on the interrogation and destigmatization of conventional constructs of age and aging, illness and health through an exploration of alternative methodologies. Students will engage with and explore a variety of arts-informed research methods, for example multimedia, installation art, photography, performance, and narrative. Coursework is intended to assist students to initiate or advance a research project using alternative methodologies in age studies or health.

AE⁄ .00͵ Special Topics in Adult Education and ⁄ounsellin͵ Fsycholo͵y
A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.

AE⁄ .0   Introduction to ͵ualitative ͵esearch (Fart I)   [
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, partici-patory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.

AE⁄ .0V͵ Introduction to ͵ualitative ͵esearch (Fart II)   [
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.
Frere͵uisite AEC1405H

AEC.0__ 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.

AEC.08_ 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 in 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.

AEC.09_ Creative Empowerment Work with the Disenfranchised

This course will be of interest to a wide range of practitioners, including: activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activitists. 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.

AEC 02_ Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.

AEC 0_ Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching perspectives dealing with the thematic issues of the course.
Suggested background: Courses AEC1146, AEC1160, AEC3104.

AEC 0._ Political Economy of Adult Education in Global Perspectives

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.

AEC Adult Education and Public Policy

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

AEC 9_ 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.

AE 2V Transformative Education and the Glo al ommunity reativity and Social han e

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

AE   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.

AE 2 Special Topics in omen in evelopment and ommunity 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.

AE   Special Topics in A ori inal ommunity earnin   urrent Issues and Fractices

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 transfor-mation.

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

AE 8 Social Theories and Adult Education

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

AE . 0 Fost olonial elations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being re-configured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we will look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.

AE 2 Individual eadin and esearch in Adult Education octoral evel

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 are available from the department. 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.

AE . 0 Ferspectives on ualitative esearch Fart I [

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

C

AE . Ferspectives on ualitative esearch Fart II [

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

C

AE . Effectin han e reatin ellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Frere uisite AEC1173 or permission of instructor.

AEC3V Sense of Place in Professional and Natural Contexts

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

AEC Arts Informed Perspectives in Educational Research

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

AEC 9 Work Technology and the Knowledge Economy

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

AEC 80 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

AEC 8 Feminist Standpoints: Critical and Post Structural Approaches

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

AEC 82 Citizenship Learning and Participatory Democracy

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

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

AEC 380 Mapping Social and Organizational Relations in Adult Education

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

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

Other courses accepted for credit

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

CIE1001H Introduction to Comparative, International and Development Education
SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
SES2942H Education and Work
SES2970H Countering Myths About Aboriginal People through Multiple Medias
TPS1820H Toward an Integrative Approach to Equity in Higher Education

AECD students wishing to take a research course in history or statistics or some other method not offered in the program may, with the permission of their advisor, count one such course toward the required number of AECD courses in their program.

Counselling Psychology Program

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

The Counselling Psychology Program offers three fields of specialization:

Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
Guidance and Counselling (M.Ed.)

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

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

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

General Information

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

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

For information about registration, contact:
Christine Fung, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1636
E-mail: cfung@oise.utoronto.ca

Academic Information

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

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the descriptions of the degrees. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 21 - 27, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

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

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

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

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs provide the basic preparation to meet the academic requirements and the counselling or clinical experience required for registration with the College:

> M.A. Counselling Psychology for Psychology Specialists
> Ph.D. Counselling Psychology for Psychology Specialists

The requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology, normally including a master's thesis, after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate contact:
The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
E-mail: cyarrow@cpo.on.ca
Website: **www.cpo.on.ca/**

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

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

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the basic academic and clinical requirements for 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 Ph.D. in Counselling Psychology for Psychology Specialists.

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D. Students must apply separately for Ph.D. admission.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A or B etter**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour (i.e., brain and behaviour, neuropsychology, physiological psychology), the cognitive/affective bases of behaviour (i.e., cognition, psychology of emotions, motivation, language, perception and learning), social bases of behaviour (i.e., social psychology), and individual behaviour (i.e., personality, abnormal psychology, developmental psychology). It is strongly advised that students complete an undergraduate thesis in psychology, as well as a history of psychology course prior to application for this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis must be supervised by a faculty member in Counselling Psychology. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program," available online at:
http://aecp.oise.utoronto.ca/cp/students/index.html
Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Practicum placement options can be found on our placement website:
/CPplacements

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

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

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

b) A University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A or B etter**. Candidates for the Ph.D. degree are responsible for ensuring that their degree program contains equivalent coursework and practicum hours and supervision as is required for the M.A. in Counselling Psychology for Psychology Specialists. The completion of a research-based Master's thesis is strongly encouraged.

Applicants who hold an M.Ed. 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 which is required at the time of admission.

Degree Requirements

The Ph.D. program requirements are a minimum of 10 half courses (including the practicum course AEC3217Y and internship course AEC3268Y), a comprehensive examination and a doctoral dissertation. Students will

plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program," available online at: http://aecp.oise.utoronto.ca/cp/students/index.html Faculty advisors are available to assist in the process of course selection, program planning, and the identification of an appropriate dissertation supervisor. Progress in the program of study will be reviewed annually.

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

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

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

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete a 2,000 hour CPA accredited internship, or equivalent, in conjunction with the Internship course (AEC3268Y). For course credit, all internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability. Practicum placement options can be found on our placement website: **/CPplacements**

Thesis

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

Comprehensive Examination

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

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

> the biological bases of behaviour
> the social bases of behaviour
> the cognitive/affective bases of behaviour
> individual differences

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

> counselling and psychotherapy
> assessment
> statistics and research design
> psychometrics
> ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

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

Admission Requirements
a) an appropriate four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B or better**.
b) at least one year of relevant experience.

Degree Requirements
The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, multicultural

counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Practicum placement options can be found on our placement website: **/CPplacements**

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education and Community Development Program.

Doctor of Education

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

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

Admission Requirements
In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 21 - 27, the Ed.D. in Counselling Psychology requires the following:

a)   an appropriate University of Toronto four-year bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B or better**.

b)   the applicant must hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **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 M.Ed. 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 Ed.D. program requirements are eight half courses (including practicum and internship), and a doctoral dissertation. Six of the eight courses taken must be within Counselling Psychology. Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

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

Practicum and Internship
Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). 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 should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability. Practicum placement options can be found on our placement website: **/CPplacements**

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 M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5

Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: **www.oct.ca**

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

Admission Requirements
a) an appropriate four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid B or better**
b) teacher certification

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

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See page 59.)

Certificate Programs

Certificate in Cognitive Behavioral Therapy
The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the

certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:
CBT Case Conceptualization
Cognitive Interventions
Behavioral Change Interventions

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

For further information contact:
Nina Josefowitz
E-mail: njosefowitz@aol.com
or
Edythe Nerlich
E-mail: enerlich@hincksdellcrest.org
or
visit the Website at **www.hincksdellcrest.org/gai-cit/index.html**

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

AEC 1202 Personality Theories and Techniques in Counselling
An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.

AEC 1203 Practicum I: Interventions in Counselling Psychology
This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy

and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum settings. Some students may spend two full days in their practicum setting. MA students are required to be in attendance at least 2 full days per week at their practicum settings. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by March 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

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

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

Prerequisite: AEC1202H, for Counselling students only.

NOTE: Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

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

AEC1210H Critical Multicultural Practice: Diversity Issues in Counselling

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

will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.

Prerequisite and/or co requisite: AEC1202 and AEC1203Y

AEC1219H Ethical Issues in Professional Practice in Psychology

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

AEC1228H Individual and Group Psychotherapy, Family and Marital Counselling

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

AEC1229H Individual and Group Psychotherapy for Counselling

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

Prerequisite: Permission of instructor.

AEC1231H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.

AEC1232H 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.

AEC1234H 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.

AEC 2V 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.

AEC 2V2 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.

AEC 2V Seminar in Research Methods for MA students [

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

AEC 2VV Career Counselling and Development: Transition from School to Work

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

AEC 2V Advanced Practicum in Counselling

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

AEC 2V8 Career Counselling and Development: Transitions in Adulthood

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

AEC 2V9 Use of Guided Imagery in Counselling and Psychotherapy

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

AEC 2 Special Topics in Counselling Psychology

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

AEC 2 8 Cognitive Therapy

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

AEC 289 Community Mental Health: Theory Research and Practice

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

AEC 2 Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

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

AEC 2 Seminar in Counselling Psychology Part I

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

AEC3216V   Seminar in Counselling Psychology, Part II

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

Prerequisite: AEC3215H

AEC321Y   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.

AEC3218H   Research Seminar in Counselling [

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

NOTE: Open to Counselling Psychology students only.

AEC322.   Individual Cognitive and Personality Assessment

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

AEC322   Assessment and Diagnosis of Personality and Psychopathology

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

Prerequisites: AEC3224H and 3258H (Stermac's)

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

AEC322.   Research Seminar in Multicultural Studies [

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

AEC32   Individual Reading and Research in Counselling Psychology, Doctoral Level

Description as for AEC1252.

AEC328   Special Topics in Counselling Psychology

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

AEC32V0   Psychopathology and Diagnosis

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

AEC32V   Training for Counsellor Supervision

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

NOTE: For doctoral students in Counselling Psychology only.

AE 2V8   Internship

This course requires the completion of at least 2000 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such a gender identity or disability). Students are expected to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA), or equivalent.

OTE For Ph.D. students in Counselling Psychology only.

IE 00   Introduction to Comparative, International and Development Education

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

IE 002   Fracticum in Comparative, International and Development Education

Supervised experience in an organizational setting related to comparative, international, and development education, under the direction of a CIDE faculty and a professional mentor. The practicum will include not fewer than 40 hours of field placement over a period of one semester.There will be three assignments: 1) Development of a proposal that includes main learning goals, identification of a field site, and selection of a field based mentor; 2) Completion of the practicum itself (40 hours of on-sight work); 3) A final "portfolio" assignment that should include some combination of a short reflection paper on knowledge gained during the practicum, and evidence of any work completed during the practicum itself. The practicum is intended to provide students with practical experience and an opportunity to apply skills and knowledge gained from participation in the Comparative, International and Development Education Collaborative program. Arrangements for the practicum placement and selection of a CIDE supervisor are the responsibility of the individual student. The course will be open to students who have completed the core CIDE course, CIE 1001, and at least one other CIDE course.

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

Other courses accepted for credit

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

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1400H	Special Topics in Adult Education and Counselling Psychology
AEC1405H	Introduction to Qualitative Research (Part I) [RM]
AEC1406H	Introduction to Qualitative Research (Part II) [RM]
AEC1408H	Working with Survivors of Trauma
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology.

OTE This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments 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 (M.Ed., M.A., Ph.D.)
Master of Teaching in Elementary and Intermediate Education (M.T.)
Second Language Education (M.Ed., M.A., Ph.D.)

NOTE: The degree programs in Measurement and Evaluation and in Teacher Development were discontinued in 2004/2005 and are no longer accepting new applicants. The department's participation in the Environmental Studies Collaborative Program has also been discontinued. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in these programs will be able to complete the necessary program requirements.

The Department also offers the following Collaborative Programs:

Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ph.D.)
Collaborative Program in Women and Gender Studies (M.Ed., M.A., Ph.D.)
Collaborative Program in Knowledge Media Design (M.Ed., M.A., Ph.D.)

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 Franco-Ontarian Studies
Centre for Teacher Development
Modern Language Centre
Centre for Studies in 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 numerous courses are offered off-site or through distance learning modes. Refer to pages 184 - 189 for more information.

General Information

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

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

For information about registration, contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1657
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information regarding registered students, contact:
Terry Louisy, Coordinator, Departmental Policy, Programs and Communications
Telephone: 416-978-0054
Fax: 416-926-4761
E-mail: tlouisy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/ctl/

Awards and Off Campus Information

For academic information regarding admissions, awards and off campus courses, contact:
Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-978-0051
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Acting Chair of the Department
Jack Miller, Ph.D. (Toronto)
Professor;

Associate Chairs of the Department
Tara Goldstein, Ph.D. (Toronto)
Teacher Education; Professor

Elizabeth Campbell, Ph.D. (Toronto)
Coordinator of Graduate Programs; Professor

Faculty

Mary Beattie, Ed.D. (Toronto)
Associate Professor

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor

Barrie Bennett, Ph.D. (Oregon)
Associate Professor

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and
Equity Studies in Education

Maria José Botelho, Ph.D. (Massachusetts at Amherst)
Assistant Professor

Clare Brett, Ph.D. (Toronto)
Associate Professor (on study leave July 2008 to June 2009)

Kathy Broad, Ph.D. (Toronto)
Lecturer; Director of the Elementary Preservice Education
Program

Linda Cameron, Ed.D. (Toronto)
Associate Professor; Coordinator of Curriculum Studies
and Teacher Development Program

Carola Conle, Ph.D. (Toronto)
Professor

Karyn Cooper, Ph.D. (Alberta)
Associate Professor

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-
appointed to Human Development and Applied
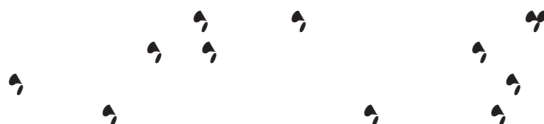Psychology

James P. Cummins, Ph.D. (Alberta)
Professor

Indigo Esmonde Ph.D. (UC–Berkeley)
Assistant Professor

Mark Evans, Ph.D. (York, UK)
Senior Lecturer; Associate Dean, Teacher Education

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor

Kathleen Gallagher, Ph.D. (Toronto)
Associate Professor; Canada Research Chair, Urban School Research in Pedagogy and Policy; Academic Director, Centre for Urban Schooling

Rubén Gaztambide-Fernández, Ph.D. (Harvard)
Assistant Professor

Diane Gérin-Lajoie, Ph.D. (Toronto)
Professor

Garfield Gini-Newman, Ph.D. (Wilfrid Laurier)
Lecturer

Wanja Gitari, Ph.D. (Toronto)
Associate Professor

James G. Hewitt, Ph.D. (Toronto)
Associate Professor

Eunice Jang, Ph.D. (Illinois – UC)
Assistant Professor

Julie Kerekes, Ph.D. (Stanford)
Assistant Professor

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor

Clare Kosnik, Ph.D. (Toronto)
Associate Professor; Head, Centre for Teacher Development

Normand Labrie, Ph.D. (Laval)
Professor; Associate Dean, Graduate Studies

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor

Ron Lancaster, M. Math. (Waterloo)
Lecturer

Catherine Marks-Krpan, Ph.D. (Toronto)
Senior Lecturer

Lance McCready, Ph.D. (UC–Berkeley)
Assistant Professor

Douglas E. McDougall, Ed.D. (Toronto)
Associate Professor

David Montemurro, (M.A., York University)
Lecturer

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor

Sarfaroz Niyozov, Ph.D. (Toronto)
Assistant Professor

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor; Director, Centre for Studies in Science,
Mathematics and Technology Education

Carol Rolheiser, Ph.D. (Oregon)
Professor

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE Trent Valley Centre

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and
Applied Psychology

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE Northwestern Centre;
and Coordinator, Technology Mediated and Off-Campus
Programs

Jim Slotta, Ph.D. (Pittsburgh)
Associate Professor

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; cross-appointed to Theory and Policy
Studies in Education
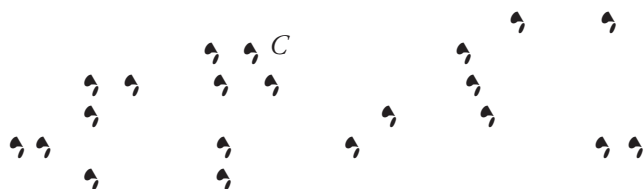
Nina Spada, Ph.D. (Toronto)
Professor; Coordinator of Second Language Education
Program

Shelley Stagg Peterson, Ph.D. (Alberta)
Associate Professor

Leslie Stewart Rose, M.A. (Toronto)
Lecturer

Heather Sykes, Ph.D. (British Columbia)
Associate Professor

Dennis Thiessen, D.Phil. (Sussex)
Professor; Acting Associate Dean, Academic

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor

John Wallace, Ph.D. (Toronto)
Professor

Associated Faculty

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director, Professional Writing Program,
University of Toronto at Mississauga

Lee Bartel, Ph.D. (Illinois – UC)
Associate Professor; cross-appointed from Faculty of Music

Xi Chen-Bumgardner Ph.D. (Illinois)
Assistant Professor; cross-appointed from Human
Development and Applied Psychology

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of
Spanish and Portuguese

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department
of Physics, University of Toronto

Katherine Rehner, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Department of French, German and Italian, University of Toronto at Mississauga

Lisa Romkey, M.Ed. (Toronto)
Lecturer; cross-appointed from the Division of Engineering Science, University of Toronto

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti
Johan L. Aitken, Ph.D (Toronto)
Clive M. Beck, Ph.D. (New England)
David Booth, M.Ed. (Durham)
Arnold Bowers, M.Ed. (Queen's)
Stacy Churchill, Ph.D. (London)
Rina S. Cohen, Ph.D. (Ottawa)
F. Michael Connelly, Ph.D. (Chicago)
Vivian Darroch-Lozowski, Ph.D. (Alberta)
Lynn Davie, Ph.D. (Wisconsin)
C.T. Patrick Diamond, Ph.D. (Queensland)
Joseph P. Farrell, Ph.D. (Syracuse)
Don Fraser, M.A. (Toronto)
Normand J. Frenette, Ph.D. (Montreal)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Gila Hanna, Ph.D. (Toronto)
Birgit Harley, Ph.D. (Toronto)
Derek Hodson, Ph.D. (Manchester)
Anne Jordan, Ph.D. (Toronto)
Brent S. Kilbourn, Ph.D. (Toronto)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Sharon Lapkin, Ph.D. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Robert S. McLean, Ph.D. (Carnegie-Mellon)
Robert Morgan, Ph.D. (Toronto)
Philip Nagy, Ph.D. (Alberta)
Shizuhiko Nishisato, Ph.D. (North Carolina)
Ronald Silvers, Ph.D. (Princeton)
Merrill Swain, Ph.D. (California at Irvine)
Ross E. Traub, Ph.D. (Princeton)
Merlin W. Wahlstrom, Ph.D. (Alberta)
Joel Weiss, Ph.D. (Chicago)
Joyce A. Wilkinson, Ph.D. (Minnesota)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies and Teacher Development Program.

For further details, contact:
Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149

or

Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-978-0051
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

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

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 180) or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Studies and Teacher Development Program

Program Coordinator:
L. Cameron

Core Faculty:
M. Beattie, J. L. Bencze, B. Bennett, K. Bickmore,
M. J. Botelho, C. Brett, K. Broad, L. Cameron,
E. Campbell, C. Conle, 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, M. Nieswandt,
S. Niyozov, E. Pedretti, C. Rolheiser, J. Ross,
M. Scardamalia, W. Seller, J. Slotta, E. Smyth,
S. Stagg Peterson, L. Stewart Rose, H. Sykes, D. Thiessen,
P. Trifonas, J. Wallace

Associated Faculty:
L. Bartel, C. Beck, D. Booth, R. Childs, D. Farmer,
J. Farrell, R. Simon, R. Wolfe, E. Woodruff

The Curriculum Studies and Teacher Development Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: learners, subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas in the Curriculum Studies and Teacher Development Program.

Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, performed and critical ethnography, life history.

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Studies and Teacher

Development Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories• Perspectives and Teacher Development include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change:
• Assessment and Evaluation
• Comparative Education and Education in International Settings
• Cultural Studies and Critical Theory in Education
• Curriculum and Program Development and Implementation
• Dialogic and Social Constructivist Approaches to Curriculum
• Distance Education and On-line Learning Environments
• Education in Non-school Settings
• Feminist Theories in Education
• Holistic Education, Imagination, and Spirituality
• Knowledge Media/Technology, Knowledge Building and Innovation
• Pre-service and In-service Education
• Queer Theories in Education
• School and District Policy, Environments, Change and Reform
• Teacher Knowledge/Teacher Identity
• Teacher Leadership
• Teacher Professional Learning, Teachers as Change Agents
• Teachers' Work, Lives, Narratives, Beliefs and Knowledge

Curriculum Subject Matter and Teaching / Learning Processes include subject area content and/or pedagogical approaches:
• Arts and Aesthetic Education
• Conflict/Peace Education
• Critical and Social Justice Pedagogies
• Democratic Citizenship, Global Perspectives, and Social Sciences Education
• Drama/Theatre Pedagogy
• English Language, Children's Literature, and Literacy Education
• Health and Physical Education
• Mathematics Education
• Pedagogy, Instructional Design and Student Assessment
• Science and/or Technology Education
• Student and/or Teacher Problem Solving and Critical Thinking

Diverse Student Populations and Curriculum Issues include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change:
• Adaptive and Inclusive Classrooms

• Anti-Racist, Multicultural and Anti-discriminatory Education
• Early Childhood Education
• Educating Immigrant and English as a Second Language Students
• Franco-Ontario and French Language Minority Education
• Gender and Education
• Gifted Learners
• Sexuality and Anti-Homophobia Education
• Students' Identity Construction
• Urban Youth

Degrees

Master of Education

The M.Ed. degree program is designed chiefly for the professional development of those who are already engaged in a career related to education. Applicants are accepted under the general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university. This degree must be completed with an academic standing equivalent to a University of Toronto **mid B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/ programs_admissions01.htm>**. The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.Ed. program of study consists of 10 half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six calendar years from first enrollment.

Master of Arts

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

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

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/ programs_admissions01.htm>**. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/ programs_admissions01.htm>**.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within five years from first enrollment.

Doctor of Education

The Doctor of Education degree was discontinued effective 2007/2008.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. The Curriculum Studies and Teacher Development Program offers both a full-time and a flexible-time Ph.D. program option. Applicants must declare the option(s) for which they are interested in applying.

Full time PhD option

Applicants are accepted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level is required. This degree must be completed with an average grade equivalent to a University of Toronto **B or better**. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit, along with the application:

a) Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page
   <www.oise.utoronto.ca/depts/ctl/ programs_admissions01.htm>
b) A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals; and
c) Two letters of reference, one academic and one professional.

Flexible time PhD option

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

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program of study normally consists of six half courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take

CTL1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/ programs_admissions01.htm>**. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

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

Courses

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

NOTE: **[** refers to research methods courses.

CT1000: Foundations of Curriculum Studies

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.

CT1000: Fondements de l'étude des programmes scolaires

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.

CT1002: Planification de la programmation pour un enseignement efficace

Ce cours présente des modèles qui permettent la mise en oeuvre des principales composantes de la programmation comme: a) l'identification des résultats généraux et spécifiques d'un cours ou d'un module; b) la planification de projets à long terme; c) l'élaboration d'outils d'intervention par rapport à differentes stratégies. La résolution de problèmes constituera un élément important des composantes étudiées.

CT 1002 Curriculum Development for Effective Teaching

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

CT 1003 Language Arts in Primary Education

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

CT 1004 Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.

CT 1005 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.

CT 1008 Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.

CT 1009 Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy learning and instruction, exploring their implications for work with students in primary/junior/intermediate classrooms. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches.

CT 1010 Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

CT 1011 Anti Oppression Education in School Settings

In this course we will identify ways that systems of oppression and oppressive educational practices manifest themselves in school settings - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-oppressive educational work in school settings. Emphasis in the course will be placed on integrating anti-oppressive educational theory with anti-oppressive educational practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

CT 1012 Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

CT 1013 Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

CTL10V Cooperative Learning: Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.

CTL108 Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.

CTL109 Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.

CTL020 Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.

CTL02 Technology and Education: Critical Perspectives on Theory and Practice

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following: theories and definitions of technology; implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, "software," video and audio recordings, television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology.

CTL02. 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.

CTL02V 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.

CTL02 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.

CTL028 Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
NOTE: Students who have previously taken CTL4002H are prohibited from taking this course.
Prerequisite: Permission of instructor.

CTL4029: 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.

CTL4006: 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.

CTL4025: 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 mathematics. 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.

CTL4007: 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.

CTL40V: 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.

CTL40: 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.

CTL408: 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.

CTL409: Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing.

Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.

CTL10.0. Fundamentals of Program Planning and Evaluation [

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact, and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.

NOTE: Students who have previously taken CTL2006 are prohibited from taking this course.

CTL10. Research Methods in Education [

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

NOTE: Students who have previously taken CTL2007H are prohibited from taking this course.

CTL10.2. Instrument Development in Education [

An overview of the kinds of instruments used for collecting educational data: classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.

NOTE: Students who have previously taken CTL2009 are prohibited from taking this course.

CTL10. Research Issues in Alternative Assessments [

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.

NOTE: Students who have previously taken CTL2010 are prohibited from taking this course.

CTL10. Survey Research

The course studies survey research design and questionnaire development. Topics include single and multiple waves research designs, sampling strategies, data collection methods (mail, telephone, computer administered, and individual and group interviews), non-response issues, questionnaire construction and validation, and sources of errors in self-reporting. Course content relating to the use of questionnaire as a form of data collection applies to research designs other than survey research. Teaching and learning will be conducted through reading, lecturing, class and internet discussion, and take-home and in class individual or small group exercises.

CTL10.V. Training Evaluation

This course studies methods of evaluating training. Topics covered by the course include training models, practice analysis, Kirkpatrick's 4 level training outcome evaluation model and its variants, Return on Investment (ROI) analysis, and measurement and design issues in training evaluation.

CTL10. Self Assessment

This course examines the concept of self-assessment and its relationship to learning and other psychological constructs, construction and validation of self-assessment measures, psychometric properties of self-assessment, how learners assess their learning, and how teachers and professionals in social and health services assess the quality and effects of their practices. The course emphasizes practice as well as theory and research. Some of the topics include methods of self-assessment, cognitive processes, psychometric issues and sources of bias in self-assessment, correlates of self-assessment, learner self-assessment, and teacher or professional self-assessment.

CTL10V0. Education and Social Development

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

NOTE: Students who have previously taken CTL6002 are prohibited from taking this course.

CTL10. Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.

CT 0__ Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.

CT 0V_ Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.

CT 0_ The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.

CT ___ Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.

CT _V_ Holistic Education Approaches in Elementary School Mathematics

This course is designed for elementary school teachers interested in experiencing mathematics teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic mathematics learning environments; linking mathematics with real life; creative problem-solving; open-ended problems; integrating mathematics with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

CT __ Literatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

CT _9_ Gaining Confidence in Mathematics: Reconstructing Mathematics Knowledge and Overcoming Anxiety (]_8)

It has been well documented that many adults experience mathematics anxiety, possibly due to the traditional way they have been taught mathematics in their own schooling. This course utilizes a holistic approach in helping elementary teachers to reconstruct their foundational mathematics knowledge and overcome their anxieties. Utilizing reform-based approaches, participants will work in small groups on selected mathematics problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to mathematics. Such work opens the door to accessing one's mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for mathematics-anxious students will also be included.

CT 200_ Science in the School Curriculum

A systematic analysis of matters central to curriculum development for science (including, where relevant, technology education) in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.

CT 202_ 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.

CT 20V_ 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.

CTL 20 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.

CTL 208 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.

CTL 209 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.

CTL 2 Action Research in Science• Mathematics and Technology Education [

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 programme, 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.

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CTL 22 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.

CTL 2 . 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.

CTL 2 Teaching and Learning about Science and Technology: Beyond Schools

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

CTL 2 V 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 organisational conditions of schools, which support teacher leadership and learning. Participants will use this unit to conduct some action research on teacher leadership in science/ mathematics/technology education.

CTL 2 . 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.

CT 0. Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines struc- turalist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contem-porary culture.

CT 0V La recherche qualitative en éducation : bases théoriques et pratiques [

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.

CT 0V Qualitative Research Methods in Education : Concepts and Methods [

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.

CT 0. Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

CT 0. Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

CT 09 Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

CT 2 Democratic Citizenship Education

Preparation for 'democracy' and citizenship is ostensibly a central goal of public education: What does this citizenship imply, who is heard in 'public' decision making, and how might active democratic citizenship be 'taught' and learned? Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered: This course examines contrasting understandings of and approaches to political (governance), social (inclusivity), and transnational (peacebuilding) citizenship, democratization, and citizenship education, drawn from comparative interna-tional and Canadian research and cases, especially in school settings. Themes include conflict and controversy, critique, cultural/ gender/ sexual diversities, human rights, justice, development and peacebuilding. Emphasis is given to curriculum, conflict management, and governance in public elementary and secondary schools in various cultural contexts. Participants will learn to analyze and assess educational experiences, in light of theory, research, and their own democratic citizenship education goals.

CT Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

CTL V — Global Education: Perspectives and Practices
The course will critically examine contrasting conceptions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, development and environmental education, global citizenship, and education for social justice) and their implications for curriculum, teaching and learning processes, and schools as a whole. Relevant studies and experiences from schools locally and internationally will be investigated. Special effort will be made to relate these themes and issues to those currently being discussed within the context of elementary and secondary curriculum in Ontario.

CTL 18 — Teaching Conflict and Conflict Resolution
This seminar examines how young people may be taught (and given opportunities), implicitly or explicitly, to handle interpersonal and social conflict. The course examines the ways conflict may be confronted, silenced, transformed, or resolved in school knowledge, pedagogy, hidden curriculum, peacemaking and peacebuilding programs, governance, discipline, restorative justice, and social relations, from Canadian and international/ comparative perspectives. The focus is to become aware of a range of choices and to analyze how various practices and lessons about conflict fit in (and challenge) the regular activities and assumptions of curriculum and schooling, and their implications for democracy, justice, and social exclusion/ inclusion. Participants will become skilled in analyzing the conflict and relational learning opportunities and dilemmas embedded in various institutional patterns or initiatives to teach or facilitate conflict resolution and transformation and to prevent violence.

CTL .00 — Classroom Adaptations and Instructional Strategies
The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.

CTL .02 — Adaptive Instruction in Inclusive Classrooms
In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.

CTL .0 — Special Education and Social Representation of Difference
The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a "transactional activity" that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.

CTL V02 — Introduction to Computers in Education
An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.

CTL V0 — Introduction to Knowledge Building
This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.

CTL V0. — Video/ Multimedia Design
A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowledge building and design research to the creation and integration of images, video, sound and text in an educational project. The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.

CTL V0V — Computers in the Curriculum
This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.

CTLV08 Constructive Learning and Design of Online Environments
This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.
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CTLV09 Educational Applications of Computer Mediated Communication
A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
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CTLV2 The Virtual Library (Non-Credit)
The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.

CTL 9 Practicum in Curriculum, Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

CTL 98 Individual Reading and Research in Curriculum, Master's Level
Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

CTL 99 Special Topics in Curriculum, Master's Level
A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE. This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

CTL 80 Action Research and Professional Practice [
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.

CTL 80 Advanced Seminar in Language and Learning: Theory and Practice
An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite. Permission of instructor.

CTL 808 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.

CTL 809 Narrative and Story in Research and Professional Practice [
A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
NOTE. Students who have previously taken CTL4801 are prohibited from taking this course.
Prerequisite. Permission of instructor.

CTL 80 Qualitative Research in Curriculum and Teaching [
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.
Prerequisite. Permission of instructor.

CTL 8__ Writing Research, Researching 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.

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CTL 82__ 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.

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CTL 8V__ 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.

CTL 8__ 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.

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CTL 88__ 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.

CTL 89__ Critical Multicultural Analysis of Children's Literature

In this course, we will examine children's and young adult books as cultural products. We will consider the history of under-representation as it is palpable in children's literature (what we read) as well as critically and multiculturally analyze (how we read) these texts. Critical (signals the imbalance in social power, manifested in class, race and gender relations) multicultural (acknowledges the diversity in cultural experiences, shaped by historical, social, political, and economic factors) analysis will guide our work together.

CTL 822__ 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.

CTL 1826 Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to education and social action. A review of theories is included, with special attention to philosophical and sociological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

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CTL 1827 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.

CTL 1830 Gender Issues in Mathematics, Science, and Technology

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

CTL 1831 Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

CTL 1832 Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries

Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed research methods.

CTL 1840 Models and Issues in Program Evaluation

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.

Prerequisite: CTL1040H (previously CTL2006) or equivalent, or permission of instructor.

NOTE: Students who have previously taken CTL2803 are prohibited from taking this course.

CTL 1843 Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

Prerequisite: CTL1843 (previously CTL2803) or equivalent.

NOTE: Students who have previously taken CTL2810 are prohibited from taking this course.

NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

CTL 1844 Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.

Prerequisites: CTL1042 (previously CTL2009) or equivalent, or permission of instructor.

CTL 18V Critical Ethnography

An ethnography – of a community, classroom, event, program – seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

CTL 18V Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis

in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.

NOTE. Students who have previously taken CTL6800 are prohibited from taking this course.

CTL18V. Methodologies for Comparing Educational Systems [

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

NOTE. Students who have previously taken CTL6801 are prohibited from taking this course.

CTL1880 Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.

CTL192]nowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.

CTL1922 Seminar in Interactive Video/Graphics

Current research and applications in the use of electronic media in the knowledge building process will be analysed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.

CTL192 Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.

CTL199 Practicum in Curriculum, Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

CTL1998 Individual Reading and Research in Curriculum, Doctoral Level

Description as for CTL1798.

CTL1999 Special Topics in Curriculum, Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year.

NOTE. This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

Master of Teachin in Elementary and Intermediate Education (NTN)

Program Coordinator
D. McDougall

Core Faculty
C. Brett, E. Campbell, J. Hewitt, A. Jordan,
C. Kosnik

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. **Given the limited number of spaces in this Program, not all eligible applicants can be admitted.**

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

2) A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program. See page 20 for more information.

Concentrations

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

> **Primary/Junior** (junior kindergarten to grade 6)
> **Junior/Intermediate** (grades 4 to 10)

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE

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

Degree Requirements

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

First Year Core Courses

CTL7000H Curriculum and Teaching in Literacy
CTL7002H Curriculum and Teaching in Mathematics
CTL7003H Curriculum and Teaching in Social Studies
           and Science
CTL7004Y Practicum in Schools
CTL7006H Reflective Teaching and Inquiry into
           Research in Education
CTL7007H Authentic Assessment

Second Year Core Courses

CTL7001H Educational Professionalism, Ethics and the
           Law
CTL7005Y Practicum Internship
CTL7008H Introduction to Special Education and
           Adaptive Instruction
CTL7009H Anti-Discriminatory Education
CTL7010H Issues in Numeracy and Literacy
CTL7011H Child and Adolescent Development

Elective Courses

The two electives are normally selected from other graduate courses offered at OISE.

Courses

The following course descriptions are for those courses numbered in the 7000 series.

CTL7000H Curriculum and Teaching in Literacy
An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education.

CTL7001H Educational Professionalism, Ethics and the Law
This course will enable students to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and the role of the teacher are studied in detail. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL7002H Curriculum and Teaching in Mathematics
An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL7003H Curriculum and Teaching in Social Studies and Science
This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL7004H Practicum in Schools
This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL500 Practicum Internship
Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience as junior staff members within school settings. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL500V Reflective Teaching and Inquiry Into Research in Education
This course is designed to develop students' awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways: (1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice; (2) the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role; (3) the teacher as a critical analyst of educational research; (4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

CTL5006 Authentic Assessment
In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices. Students may not take CTL1019.

CTL5008 Introduction to Special Education and Adaptive Instruction
In Ontario, the regular education classrooms is currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons; legal, educational, moral and philosophical. In this course, we will consider special education from the perspective of the regular classroom teacher. From this perspective, special education is not "special" but is effective teaching that benefits all the students in the class. It is the provision of instruction that is adapted to the diverse needs of the students in the class. Therefore, we will not consider how to identify disabilities, or how to interpret psycho-diagnostic tests to confirm learner difference. Instead we concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to

accommodate learner differences and how to collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.
NOTE: Students may not take HDP4280

CTL5009 Anti-Discriminatory Education
In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice. Students may not take CTL1011

CTL5010 Issues in Numeracy and Literacy
In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy.

CTL5011 Child and Adolescent Development
This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in this course.

Second Language Education Program

Program Coordinator
Nina Spada

Core Faculty
Alister Cumming (Head, Modern Language Centre),
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Associate Faculty
B. Chen-Bumgardner, Human Development and Applied
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R. Helms-Park, Division of Humanities, University of
   Toronto at Scarborough;
E. Jang, Curriculum, Teaching and Learning;
Y. Johnson, Department of East Asian Studies;
K. Rehner, Department of French, German and Italian,
   University of Toronto at Mississauga
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE Education Commons.

The Program offers three degrees: the M.Ed., M.A. and Ph.D.

Master of Education
Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid B or letter** in the final year. 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 M.Ed. consists of 10 half courses. Students must take a minimum of five CTL3000-level half courses within the SLE program. Of these, 2 are required courses and must be selected from the following list:

Required M.Ed. 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 M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrollment (see the Minimum Admissions and Degree Requirements section for degree requirements, pages 21-27).

Master of Arts
Applicants are accepted under SGS general regulations. Admission requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid B or letter** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrollment in the M.A. (rather than the M.Ed. degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons)**. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Courses must include CTL3001H - Research Colloquium in Second Language Education, Master's Level plus a course in research methods [RM] relevant to the topic of the thesis. Any of

the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

OTE. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

ᴅoctor of ᴘhilosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both a full-time and flexible-time Ph.D. option. Applicants must declare the option(s) for which they are interested in applying.

ꜰull time ᴘhᴅ option.

Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B or ᴃetter** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. If the applicant has not completed a thesis, then a sample of single-authored scholarly writing must be submitted with the application.

ꜰeꭗiꞈle time ᴘhᴅ option.

Applicants to the flexible-time Ph.D. option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible-time Ph.D. option must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has 3 or more years with the same employer; (c) a need and desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (e.g. reference to the employer's leave policy, study incentive system, etc.).

Full-time Ph.D. students must complete their degree requirements within six years. Students in the flexible-time Ph.D. option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level), as well a research methods [RM] course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor.

For the flexible-time Ph.D. program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time, candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

ᴅoctor of Education

OTE. The Doctor of Education degree was discontinued in 2005 and is only available to students currently registered in the program.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level) as well as a research methods [RM] course relevant to the topic of the thesis. Any of the following courses can fulfill this

requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

NOTE. Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL1000. Foundations of Bilingual and Multicultural Education
Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.

CTL1001. Research Colloquium in Second Language Education (Master's Level) [
This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.

CTL1002. Second Language Teaching Methodologies
This course offers a historical survey of second language teaching methodologies and provides students with theoretical knowledge of innovative current practices, including the movement to a post-method era, new ways of teaching

traditional second language skills, and other key issues current in the field. All learner groups are considered in minority and majority settings in Canada and internationally, though English and French are emphasized.

CTL1002. Methodology and Organization of Second Language Teaching
This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.

CTL1003. Planning and Organizing the Second Language Curriculum
This course deals with current theory and practice in the development of the second language curriculum—the planning, needs analysis, objectives, content, structure, and evaluation of second language programs for preschoolers to adults. Special attention will be paid to the selection and modification of pedagogical materials.
C

CTL1005. Language Awareness and its Role in Teacher Development
The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider (i) language awareness in first, second, and foreign language education; (ii) the special need for language awareness in L2 contexts; and (iii) the role of language awareness in teacher development.

CTL1005. Current Issues in English as a Second Language
This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.

CTL1006. Discourse Analysis
A general introduction to language and communication, focusing on those current theories that have practical signif-icance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversa-

tional analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the construction of identities. Special attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.

T 00 S'minaire sur le lan ua e et la communi cation

Ce cours a pour but d'explorer une conception élargie du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales se construisent en grande partie au moyen du discours, à travers sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu à étudier. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.

T 008 ritical Feda o y• an ua e and ultural iversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

C

T 0 0 Second an ua e earnin

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.

T 0 Bilin uisme et 'ducation

Ce cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et avec les méthodes de recherche qui ont été développées pour en traiter, de façon à pouvoir prendre en compte ces connaissances dans la recherche, l'enseignement ou le développement de matériel pédagogique, que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

T 0 Bilin ual Education and Bilin ualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

T 0 Second an ua e Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

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T 0 Evaluation de la comp'tence lan a i re

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."

T 0 Seminar in Second an ua e iteracy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

C   *C*

CTL 1018 Politique et aménagement linguistique
Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.

CTL 1018 Language Planning and Policy
The study of language politics, language planning and policy-making is a relatively recent field focussing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what "counts" as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

CTL 1019 Research Themes in Canadian French as a Second Language Education   [
The last thirty-five 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).

CTL 1020 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.

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CTL 1021 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).

CTL 1022 Sociolinguistique du français canadien
Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflexion sur ses implications pédagogiques.

CTL 1023 Second Language Teacher Education
In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education. Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.

CTL 1900 Practicum in Second Language Education (Master's Level)
An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and

bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

T 98 Individual eadin and esearch in Secónd án ua e Education aster s evel
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

T 99 Special Topics in Second an ua e Fro'ram aster s evel
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)

T 800 Second an ua e lassroom esearch
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.

T 80 esearch ollo uium in Second an ua e Edutation octoral evel
This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.

T 80 Ethno raphic esearch in the an ua e isciplines
Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangu-lation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communi-cation, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

T 80 Aspects of Second an ua e Ac uisition
This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.

T 80V Sociocultural Theory and Second an'ua e earnin
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.

T 80 Frocessin Second an ua e ata [
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.
   C

T 808 The ole of Instruction in Second an'ua e earnin
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.

T 809 esearch Seminar in Sociocultural Theory and'Second an ua e earnin
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.

CTL 3997 Practicum in Second Language Education (Doctoral Level)

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

CTL 3998 Individual Reading and Research in Second Language Education (Doctoral Level)

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

CTL 3999 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 fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)

CYE 1201 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.

CYE 1902 Langue• culture et Éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notion 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.

CYE 1902 Language• Culture• and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

CYE2902 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.

Teacher evelopment Fro ram

OTE. **This pro ram is discontinued and is no lon er acceptin ne applicantsN**

In September 2005, the Curriculum Studies and Teacher Development Program assumed responsibility for offering a range of courses in teacher development. Students interested in this area of research should apply to the Curriculum Studies and Teacher Development Program. Students currently registered in Teacher Development will continue to take their courses, although these will now be offered through the Curriculum Studies and Teacher Development Program. The Centre for Teacher Development will continue to support teacher development research through the faculty and students associated with it.

aster of Education

This degree is designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

aster of Arts

This degree is designed to provide academic study and research training related to teacher development. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants.

OTE. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the

degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

octor of Education

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but, may be initiated on a full-time or part-time basis.

OTE. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

octor of Fhilosophy

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

OTE. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27)

ourses

OTE. As a result of the merger of the Teacher Development Program and the Curriculum Program, Teacher Development courses have been renumbered as CTL1000-level courses and are now being offered through the CTL Curriculum Studies and Teacher Development Program (pages 70 – 84).

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

Comparative, International and Development Education (CIDE)
Graduate Collaborative Program in Women and Gender Studies (CWGS)
Knowledge Media Design (KMD)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this *Bulletin* (pages 170 - 178) and the *School of Graduate Studies Calendar*.

Comparative, International and Development Education

Program Director:
Karen Mundy, Adult Education and Counselling Psychology

Contact:
Sylvia Macrae, Program Advisor
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating CTL Faculty:
K. Bickmore, A. Cumming, J. Cummins, M. Evans, J.P. Farrell, G. Feuerverger, A. Gagné, D. Holland, S. Niyozov and D. Thiessen

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

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

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 176 of this *Bulletin* and on the CIDE Website at **cide.oise.utoronto.ca**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

NOTE. Please consult the CIDE Course List at: **cide.oise.utoronto.ca**

The Curriculum Studies and Teacher Development program (CSTD) and the Second Language Education Program (SLE) will both accept the CIDE1001H Introduction to Comparative, International and Development Education course towards their program requirements.

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this *Bulletin* (pages 173 - 176). Full descriptions for the following seven courses can be found earlier in the CTL section.

CTL1037H Comparative and Cross-Cultural Perspectives
CTL1060H Education and Social Development
CTL1312H Democratic Citizenship Education
CTL1316H Global Education: Theory and Practice
CTL1318H Teaching Conflict and Conflict Resolution
CTL1863H Controversial Issues in Development Education
CTL1864H Methodologies for Comparing Educational Systems [RM]
CTL3008H Critical Pedagogy, Language and Cultural Diversity
CTL3015H Seminar in Second Language Literacy Education
CTL3018H Language, Policy and Planning

Graduate Collaborative Program in Women and Gender Studies (CWGS)

The Department of Curriculum, Teaching and Learning is one of 25 University of Toronto departments which participate in the Graduate Collaborative Program in Women and Gender Studies (CWGS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The CWGS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include:

CTL1011H Anti-Discriminatory Education in School Settings
CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H Arts and Education: Practice and Theory
CTL1309H Les stereotypes sexuels dans les programmes scolaires
CTL1310H Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H Democrative Citizenship Education
CTL1313H Gender Equity in the Classroom
CTL1840H Gender Issues in Mathematics, Science, and Technology
CTL1861H Critical Ethnography [RM]
CTL1999H Special Topics in Curriculum: Doctoral Level: Queer Theories, Bodies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the CWGS Coordinator of Graduate Studies. Further information is also available on page 178 and from the *School of Graduate Studies Calendar.*

Further information is available from:
Tara Goldstein
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: 416-978-0053
E-mail: tgoldstein@oise.utoronto.ca
Website: **http://www.utoronto.ca/iwsgs/**

Graduate Collaborative Program in Knowledge Media Design (KMD)

Director: Jim Slotta
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participates in the Knowledge Media Design (KMD) Collaborative Program.

The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research.

KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMDI Director. (See KMDI address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Further information is available from:
The School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The KMD Collaborative Program Office

uman evelopment and Applied Fsycholo y (AF)

The Department of Human Development and Applied Psychology offers graduate degrees in three programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

hild Study and Education (NAN)
Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teacher's Certificate of Qualification and an M.A.

evelopmental Fsycholo y and Education (NAN NEdN FhN N and EdN N)
The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields.

evelopmental Science (NAN FhN N)
This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

euroscience (NAN FhN N)
This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

School and linical hild Fsycholo y (NAN and FhN N)
A program that provides theoretical, research and professional training in preparation for registration as a Psychologist or Psychological Associate and for research on issues relevant to children, youth and families.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *e artment of uman e elo ment and lied Psychology*

Program Guidelines. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

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

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

Hor re istration information• contact
Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-978-1636
E-mail: cfung@oise.utoronto.ca

Academic Information

hild Study and Education
Elizabeth Rentzelos
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Marc Lewis
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E-mail: drobinson@oise.utoronto.ca

Fro rams and 9,, oordinator
Lisa Chinchamie
Telephone: 416-978-0917
E-mail: lchinchamie@oise.utoronto.ca

hair of the epartment

Esther Geva, Ph.D. (Toronto)
Professor

Associate hair of the epartment

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Centre of
Criminology

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of
Psychology and to University College

Xi Chen-Bumgardner, Ph.D. (Illinois)
Assistant Professor

Ruth Childs, Ph.D. (North Carolina)
Associate Professor

Carl Corter, Ph.D. (North Carolina)
Professor and The Atkinson Charitable Foundation Chair
in Early Child Development and Education

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied
Cognitive Science
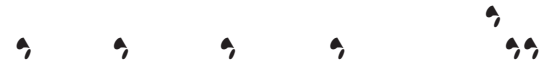
Guanglei Hong, Ph.D. (Michigan)
Assistant Professor

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of
Psychology

Steven Katz, Ph.D. (Toronto)
Senior Lecturer

Kang Lee, Ph.D. (New Brunswick)
Professor and Director, Institute of Child Study

Marc Lewis, Ph.D. (Toronto)
Professor

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical
Child Psychology Program

Rhonda Martinussen, Ph.D (Toronto)
Assistant Professor

Hazel McBride, Ph.D (Toronto)
Senior Lecturer

Joan Moss, Ph.D. (Toronto)
Associate Professor

Janette Pelletier, Ph.D. (Toronto)
Associate Professor

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor

Joan Peskin, Ph.D. (Toronto)
Assistant Professor

Katreena Scott, Ph.D. (Western)
Associate Professor

Rosemary Tannock, Ph.D. (Toronto)
Professor

Richard Volpe, Ph.D. (Alberta)
Professor

Judith Wiener, Ph.D. (Michigan)
Professor

Dale M. Willows, Ph.D. (Waterloo)
Professor

Richard Wolfe, (Wisconsin)
Associate Professor

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, Ph.D. (Toronto)
Professor, Ryerson University

Jessica Brian, Ph.D. (York)
Co-Director, Autism Research Unit, Hospital for Sick Children

Alister Cumming, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Martha Friendly, Ph.D. (Connecticut)
Coordinator, Childcare Resource and Research Unit and Senior Research Associate, Centre for Urban and Community Studies, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Zeenat Janmohamed, M.Ed. (Toronto)
Executive Director, Atkinson Centre for Society and Child Development, OISE

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, University of Michigan

Sherri MacKay, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Katharina Manassis, M.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto

Chris Moore, Ph.D. (Cambridge)
Professor, Dalhousie University

Joanne Rovet, Ph.D. (Toronto)
Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE

Russell Schachar, Ph.D. (Toronto)
Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Keith Stanovich, Ph.D. (Michigan)
Professor, status only, Department of Human Development and Applied Psychology, OISE

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

James Worling, Ph.D. (Toronto)
Consultant Psychologist

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Kenneth Zucker, Ph.D. (Toronto)
Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors
(School and Clinical Child Psychology Program)

Andrea Adams, Ph.D. (York)
Psychologist, Toronto District School Board

Janice Baker, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Peel District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department, Hincks-Dellcrest Centre, Jarvis Site

Rex Collins, Ph.D. (Toronto)
Clinical Director, The Willow Centre

Marcus Feak, Ph.D. (Toronto)
Psychologist, Whitby Mental Health Centre

Joanne Henderson, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health

Margaret James, MA. (Auckland)
Psychoeducational Consultant, Toronto District School Board

Anne Johnson, M.A. (York)
Psychological Associate, Toronto District School Board

Alisa Kenny-Bridgman, Ph.D. (Toronto)
Psychologist, Integra

Peter Mallouh, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Fran Mastovas, Dip. C.S. (Toronto)
Psychoeducational Consultant, Toronto Catholic District School Board

Mona McLean, Ph.D. (Toronto)
Consulting Psychologist, Toronto Catholic District School Board

Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)
Psychologist, Surrey Place Centre

Michelle Neufeld, Ph.D. (Toronto)
Psychologist, Trillium Health Centre

Susannah Power, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Toronto Catholic District School Board

Lorna Sugar, Ph.D. (York)
Psychologist, Lakeridge Health Oshawa

Deborah Urquhart, M.A. (Toronto)
Psychological Associate, Toronto District School Board

Diane Warling, Ph.D. (Toronto)
Psychologist, Hamilton Child and Adolescent Service

Christine Wasson, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Toronto District School Board

Steve Webne, Ph.D. (Auburn)
Psychologist, Shoniker Centre

Pamela Wilansky-Traynor, Ph.D. (York)
Psychologist, Centre for Addiction and Mental Health

Susan Yabsley, Ph.D. (University College, London)
Psychologist, Hincks-Dellcrest Centre

Debby Zweig, Ph.D. (Minnesota)
Coordinator, Child and Family Services, York Central Hospital

Child Study and Education Fracticum Coordinator

Ronna Kluger, M.Ed. (Boston)

Laboratory School Staff

(based at the Institute of Child Study)

Elizabeth Morley, B.A., Dip. C.S. (Toronto), Principal

Julie Comay, Dip.C.S. (Toronto)
Bonnie Crook, B.Ed. (Queen's)
Rheanne Stevens, B.Ed. (Queen's)M.A.(Toronto)
Zoe Donoahue, M.Ed. (Toronto)
Christel Durand, F.T.Cert. (Toronto)
Kelly Goorvich, M.A. (Buffalo)
Cindy Halewood, B.Ed. (Toronto) seconded to
    Mills College
Russell Herson, B.F.A. (York)
Judith Kimel, M.A. (CSE) (Toronto)
Norah L'Espérance, M.A.(CSE) (Toronto)
Richard Messina, B.Ed. (Toronto)
Sarah Murray, B.F.A. (Columbia)
Pria Muzumdar, M.A. (Toronto)
B. Peebles, M.A. (Toronto)
K. Raun, M.A. (Toronto)
Suzanne Schwenger, M.S.W. (Toronto)
Robin Shaw, Dip.C.S. (Toronto)
Renée Smith, B.A., Dtrl. (Toronto)
Carol Stephenson, Dip.C.S. (Toronto)

University Frofessor Emeritus

David R. Olson, Ph.D. (Alberta)

Frofessors Emeriti

Andrew Biemiller, Ph.D. (Cornell)
Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Jennifer Hardacre, Ed.D. (Nova)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

General epartment Admission Information

See Program sections for specific admission requirements.

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

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in July, September, or January.

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

Statement of Intent

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

For information about financial support for students see pages 193 - 197.

Interdepartmental esearch Area

The ature and evelopment of iteracy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 182 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

NOTE. The requirements for licensing teachers in Ontario are based on the Ontario College of Teachers professional standards and on Ontario law. In order to be licensed as a teacher in Ontario, candidates must be Canadian citizens or permanent residents, or have a valid work permit issued by the federal government.

Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to an appropriate University of Toronto **mid B or better** in the final year. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

1) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

2) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

NOTES.

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

2) A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program. See page 20 for more information.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:
HDP2200   Child Study: Observation, Evaluation, Reporting, and Research
HDP2201   Childhood Education Seminar
HDP2210   Introduction to Curriculum I: Core Areas
HDP2220   Teaching Practicum

NOTE. Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second ear ourses

Academic Term

In addition to one academic term elective half-course, the following required courses are to be taken:

HDP2211   Theory and Curriculum I: Language and Literacy
HDP2212   Theory and Curriculum II: Mathematics
HDP2214   Introduction to Curriculum II: Special Areas

Internship Term

In addition to one internship term elective half-course, the following required courses are to be taken:

HDP2202   Childhood Education Seminar II: Advanced Teaching
HDP2221   Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

Special Education

Students planning a career in special education may include a six-week placement in a special education setting in their first year of study. In their first or second year of study, they may elect HDP2280 (Introduction to Special Education and Adaptive Instruction); HDP2292 (Assessment for Instruction); or HDP2296 (Reading and Writing Difficulties).

Early hildhood

Students interested in kindergarten and early childhood programs may take their internship in an early years setting in their second year, in addition to the required six-week early years placement in their first year. They may also take electives in early childhood: HDP1211 (Psychological Foundations of Early Development and Education); HDP1259H (Child and Family Relationships).

ualifyin esearch Faper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified faculty member at ICS. Students who plan to do the QRP must take HDP1209 (Research Methods and Thesis Preparation in Human Development and Applied

Psychology) either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their QRP supervisor.

As it is difficult to complete the QRP requirement while focusing on Special Education or Early Childhood, courses may be taken in the Summer Session between the first and second years.

Students who have not studied statistics as undergraduates are expected to take HDP1287 (Introduction to Applied Statistics).

OTE Successful completion of a QRP does not guarantee acceptance to a doctoral degree program within HDAP. Students must submit an application for the doctoral degree program.

One ear e ree Fro ram

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and an Ontario Teachers' Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

e ree e uirements

The one-year M.A. program requires successful completion of two required core courses plus six electives. At least four half-courses must be within HDAP. The program may be undertaken either on a part-time or full-time basis. The required courses are:

HDP2211   Theory and Curriculum I: Language and Literacy
HDP2212   Theory and Curriculum II: Mathematics and Science

Students interested in further graduate study are advised to include courses in research design, measurement, and statistics, and to undertake a Qualifying Research Paper (QRP) that includes empirical field work.

Developmental Psychology and Education Program

This Program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; cognition and instruction (language, literacy and mathematics); special education and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

Master of Arts

The M.A. 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 M.A. requires a preparation equivalent to an appropriate University of Toronto four-year bachelor's degree. 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. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements
The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis.

Required courses:
HDP1209   Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
HDP1288   Intermediate Statistics and Research Design [RM]
HDP2252   Individual Reading and Research in HDAP: Master's Level

Students must take additional courses from the M.A. required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development are required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses. Students who have not had a previous course in statistics are required to take HDP1287 (Introduction to Applied Statistics) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. 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 M.Ed. degree program requires a preparation equivalent to an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid B or better**.

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

HDP1200   Foundations of Human Development and Education
HDP2293   Interpretation of Educational Research [RM]

Students who have not had a previous course in human development are required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. 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 Ph.D. program option. Applicants must declare the option for which they are applying.

Admission Requirements
Admission to the full-time Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child

Study with standing equivalent to a University of Toronto **A or etter** (in the master's degree). Applicants with masters' 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 Ph.D. option are accepted under the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer's leave policy or study incentive system).

e ree e. uirements

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years.

Degree requirements for both programs are the same. The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis. Required courses (to be taken in the first year) are:

HDP3200   Research Proseminar on Human
Development and Applied Psychology
plus
an intermediate or higher level statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology are required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Students who have not taken the equivalent of HDP1288 (Intermediate Statistics and Research Design) are required to take that course in addition to their six half-courses.

octor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission e. uirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A or etter** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements. 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.

e ree e. uirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200   Research Proseminar on Human
Development and Applied Psychology
plus
a statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the faculty advisor.

Collaborative Programs

Developmental Science Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

NOTE. This program is an option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

Master of Arts

Admission Requirements
Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto A or better. Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

Degree Requirements
In addition to courses required by the home department, students enrolled in the Collaborative Program must take the following courses. Note that these courses may also serve as requirements or electives in one or both home departments.

Required Courses
JDS1233 Cognitive Development and Applications
JDS1249 Social-emotional Development and Applications

Doctor of Philosophy

Admission Requirements
Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the Ph.D. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology and a master's degree in either Psychology or Developmental Psychology and Education with standing equivalent to a University of Toronto A or better (in the master's degree). Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

Required Courses
JDS3000 Advanced Methods in Developmental Science [RM]

NOTE. All students will also be required to attend a Developmental Science colloquium series.

NOTE. Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their home department.

Collaborative Program in Neuroscience

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology. For more detailed information about this and other OISE collaborative programs, see pages 170 - 178 of this *Bulletin*.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic. In the second year, students have a practicum experience of a minimum of 250 hours.

Admission Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The psychology component of the four year degree is defined as a minimum of six full courses (or equivalent) in psychology, including:

> three full courses (or equivalent) in psychology at the senior level (third or fourth year)
> one full course (or equivalent) in research methods/statistics

The usual admission standard is standing equivalent to a University of Toronto **A- or B+ letter**. Most applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to the two required academic letters of recommendation, a letter from an applied setting.

Degree Requirements

The M.A. program of study is comprised of 10 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology

HDP1220   Introduction to School and Clinical Child Psychology

HDP1285   Psychology and Education of Children with Learning Disabilities

Required courses to be taken in the second year, are:
HDP1218   Seminar and Practicum in Assessment
HDP1236   Developmental Psychopathology

Required course to be taken in the first or second year is:
HDP1288   Intermediate Statistics and Research Design

In consultation with their advisors, students are also **required** to take one of the following courses on cognitive/affective bases of behaviour:
JDS1233   Cognitive Development and Applications
HDP1237   Cognitive Development and Learning
HDP1299   Language Acquisition and Development

For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, HDP1287 (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A.. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto A or B letter (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the OISE M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

NOTE. Although students in the M.A. in SCCP are given priority over other applicants when applying to the Ph.D., continuation from the M.A. to the Ph.D. is not automatic. Demonstration of a high level of competence and commitment is required.

Applicants are required to submit two academic and one professional letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of ten half-courses (including a Doctoral practicum course and a 1600 hour internship), a comprehensive examination and a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to:

    complete the comprehensive examination by the end of their required period of full-time study

    receive approval for their thesis proposal from their thesis committee prior to beginning their internship

    consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses

HDP1222   Approaches to Psychotherapy Across the Lifespan

HDP3241   Seminar and Practicum in Assessment and Intervention with Children

HDP3242   Internship in School and Clinical Child Psychology

Normally, HDP1222 is taken in the first year of the Ph.D., HDP3241 in the second year of the Ph.D., and HDP3242 in the final year of the Ph.D.

plus
one course from each of the following menus (see the Program Guidelines for course lists).

    Psychosocial Intervention
    Instructional Intervention
    Advanced Assessment
    Social Bases of Behaviour
    Biological Bases of Behaviour

NOTE. Students take two elective courses. It is recommended that one of these elective courses be an advanced level statistics course.

In addition to these requirements, students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-489-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP.

HDP 2001 Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.

HDP 2003 Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.

HDP 2094 Research Methods and Thesis Preparation in Human Development and Applied Psychology [

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).

HDP 2201 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.

F 2 Fsycholoical Assessment of School A ed hildren

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations.

Frere.uisite. This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course HDP 1216.

F 2 V Fsychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.

Frere.uisite.   This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.

F 2 Foundations of Froactive Behavioural and o nitive Behavioural Intervention in hildren

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circum-stances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.

F 2 8 Seminar and Fracticum in Assessment (Fass/Hail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.

OTE. Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.

Frere.uisite HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.

F 2 9 Ethical Issues in Applied Fsycholo y

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.

F 220 Introduction to School and linical hild Psycholo y

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.

OTE. Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year.

F 222 Approaches to Fsychotherapy Across the ifespan

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

OTE. Targeted to School and Clinical Child Psychology students; others by permission of instructor.

HDP 2. 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.

HDP 2V 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.

HDP 2. 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.

HDP 28 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.

HDP 2. Outcomes of Early Education and Child Care
Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)

HDP 2V 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.

HDP 29 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 C.

HDP 2V0 Children's Psychology and the Law
A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
NOTE. This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

HDP 2V Social and Personality Development
This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

HDP 22 Play and Education
A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE. This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.

HDP 1279 Preventative Interventions for Children at Risk

This course examines evidenced based efforts to prevent problems that place children and youth at risk. Focus will be on ways of reducing risk and increasing protective factors. Coverage includes interventions that effectively deal with health, social, and educational issues impacting well being and life chances. Poverty, chronic illness, and intentional and unintentional injury are some of the areas surveyed.

HDP 1280 Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.

NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.

HDP 1281 Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education.

HDP 1287 Introduction to Applied Statistics [

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t-test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.

NOTE: Students who have previously taken CTL2004 are prohibited from taking this course.

HDP 1288 Intermediate Statistics and Research Design [

Survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.

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

Prerequisite: HDP1287 or equivalent.

HDP 1289 Multivariate Analysis with Applications [

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.

NOTE: Students who have previously taken CTL2809 are prohibited from taking this course.

Prerequisite: HDP1288 or equivalent.

HDP 1290 Causal Inference and Structural Equation Modeling [

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural equation modeling, students will be introduced to causal inference theories and techniques including propensity score matching and stratification, inverse-probability-of treatment weighting (IPTW), selection models, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.

NOTE: Students who have previously taken CTL2011 are prohibited from taking this course.

Prerequisite: HDP1288 or equivalent.

HDP1292H Test Theory

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.

NOTE: Students who have previously taken CTL2801 are prohibited from taking this course.

Prerequisite: HDP1287 or equivalent.

HDP1293H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.

NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.

Prerequisite: HDP1288 or permission of the instructor.

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.

HDP2200H 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 Study and Education program only.

HDP2201H Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are four practicum sessions, each providing 72 hours of practicum experience in four, six-week, half-day blocks.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2210H Introduction to Curriculum: Core Areas

A study of education techniques and the role of the teacher in designing, implementing and evaluating curricula for children aged three to twelve. Basic areas of the elementary curriculum are introduced, including designing educational programs, early childhood, language and literacy, mathematics and science.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2211H Theory and Curriculum I: Language and Literacy

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

F22 . Introduction to Curriculum II. 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).

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

F2220 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.

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

F222 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 their teaching skills.

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

F22 0 Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

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

F22 2 Individual Reading and Research in Human Development and Applied Psychology, Master's Level

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

F22 Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.

F2280 Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.

F228 Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents; educational programs in regular and special classes.

F2288 Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

HDP2292H Assessment for Instruction
Critical analysis of assessment procedures including psycho-metric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
Prerequisite: HDP2280H or equivalent

HDP2296H Interpretation of Educational Research []
Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.

HDP229V Reading and Writing Difficulties
This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.
NOTE: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

HDP3001H 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.

HDP3003H Qualitative Research Methods in Human Development and Applied Psychology []
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.

HDP3005H Children's Theory of Mind
This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

HDP3007H Contemporary History and Systems in Human Development and Applied Psychology
An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

HDP3008H Social and Moral Development
This course examines theoretical perspectives and contem-porary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include: distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and sociomoral reasoning); aspects of social and moral experience (e.g., peer relations, prosocial behaviour); and political dimensions of interpersonal relations (e.g., social responsibility, prejudice) and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.

HDP3094H Psychology of Language and Literacy
This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

HDP3223H Cross cultural Perspectives on Children's Problems
This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.
NOTE: Permission of the instructor is required.

HDP 22. Advanced Proactive Behavioral and Cognitive Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

HDP 22. 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.

HDP 22V Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite. One graduate course in quantitative analysis, and permission of the instructor.

HDP 22. Multi-Level Modeling in Social Scientific and Educational Research

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher improvement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", resolves the dilemma of "units of analysis". More importantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own research contexts.
Prerequisite. HDP1287 or equivalent

HDP 229. Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will discuss cognition-emotion interaction and the development of this interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with some grounding in the neural basis of emotion. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.

HDP 20 Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.

HDP 2 Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. In keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory.
That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and /or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.

HDP 28 Special Topics in Human Development and Applied Psychology, Doctoral Level

Description as for HDP 1238.

HDP 2.0 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.
Prerequisites. HDP1216 or equivalent and HDP1218 or equivalent and permission of the instructor.

HDP 3241 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. **Prerequisite**: 1218 or equivalent and permission of the instructor.

HDP 3242 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. Pre-requisites: HDP3241H and permission of instructor.

HDP 3252 Individual Reading and Research in Human Development and Applied Psychology, Doctoral Level
Description as for HDP2252.

HDP 3? Systemic Family Therapy
The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.

HDP 3282 The Psychology of Critical Thinking
This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

HDP 328V 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.

HDP 3292 Advanced Psychoeducational Assessment and Psychodiagnosis
The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.

NOTE: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.

HDP 329? 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.

HDP 3? Assessment and Programming for Reading and Writing Difficulties
This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.

NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.

HDP 328? Research and Theories of Reading Disability
A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will

be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.

HDP 28. Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.

NOTE. Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.

HDP 298. Special Topics in Special Education and Adaptive Instruction. Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.

HDS 2. Cognitive Development and Applications

This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and findings from infancy to adolescence is assumed. We cover those topics that are currently consuming significant research interest among cognitive developmentalists. These topics currently include concepts and conceptual change in infants, core domains in conceptual development, the organization of action in infancy, the onset of symbolic functioning, memory development, the use of the imagination, theory formation as a model for conceptual change, and scientific reasoning.

HDS 2.9 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.

HDS 000. Advanced Methods in Developmental Science

The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately twelve topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in that particular area.

HDS 2. 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.

HDP 00. Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.

NOTE. Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology.

Sociology and Equity Studies in Education (SESE)

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

Sociology in Education is the study of the social context and relations of education. The Department of Sociology and Equity Studies in Education understands education as a broad, multi-faceted concept – that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. 'Equity' is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

The Department of Sociology and Equity Studies in Education offers M.Ed., M.A., Ed.D., and Ph.D. degrees in the field of Sociology in Education. While Sociology in Education is our established field of inquiry, students and faculty work across and integrate within this field a wide range of scholarly interests pertaining to this field including: critical race and anti-racism studies; culture, communication and critical education; disability studies; feminist studies and gender relations in education; francophone studies; aboriginal and indigenous studies in education; learning, work and social change; and queer studies. Course offerings and supervisory capacity in the department do not allow these areas of interest and expertise to constitute separate streams of study. Rather, students are expected to integrate course-taking and the development of their thinking across several areas.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the OISE initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, recruitment of faculty, etc. Everyone in the Department (staff, faculty and registered students) is welcome to participate in the running of the department.

General Information

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

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

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1654
E-mail: lromero@oise.utoronto.ca

Academic and Departmental Information

For academic and departmental information, visit the SESE Website: www.oise.utoronto.ca/depts/sese

If you require further application information, contact:
Kristine Pearson, 416-978-0397
E-mail: kpearson@oise.utoronto.ca

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Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor (on leave)

Professors Emeriti/Retired Faculty
Michael Fullan, Ph.D. (Toronto)
Edward B. Harvey, Ph.D. (Princeton)
Helen Lenskyj, Ph.D. (Toronto)
Ruth Roach Pierson, Ph.D. (Yale)
Dorothy E. Smith, Ph.D. (California at Berkeley)

Departmental Teaching and Research Interests

Our current departmental composition provides opportunities for students to sample, investigate and integrate several areas of (student and faculty) interest and expertise. These thematic areas intersect with one another. Faculty members in the department work across most areas and in many cases all of these areas, and students are actively encouraged to do the same. Students are strongly encouraged to review faculty descriptions in this Bulletin to assess the specific possibilities for integration that best support their learning and scholarly development.

Courses related to Aboriginal and Indigenous studies in education explore Indigenous and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint and racialization; images in art, theatre, poetry, film and literature of Indigenous peoples; social and class differences, dominance, control politics, and social inequalities in regard to Indigenous peoples; and a special interest in developing, promoting, and sustaining healing and wellness, Indigenous and anticolonial thought in the academy and in community.

Courses related to critical race and anti-racism studies in education provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production.

Courses related to culture, communication and critical education are focused on critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings or everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics.

Courses related to disability studies in education work with an understanding of disability as social, as something achieved between people, which makes it possible to interweave a disability studies perspective into any of the thematic areas offered within SESE. A disability studies perspective entails questioning the social meanings of embodiment. Learning how to question is tied to resisting the perpetuation of medical or educational ways

of knowing individuals as in possession of deviant or deficient bodies, minds, senses, emotions, behaviors, etc. Disability studies courses offered in SESE aim to make disability matter differently. These courses reveal cultural ways of representing, knowing, and theorizing embodied differences while critically engaging that which counts as "normal and ordinary" life.

Courses related to feminist studies and gender relations in education look at gender studies in the family, educational systems, and workforce; feminist theories and practice; gender, class, race, language, and cultural and biological reproduction; gender and sexualities; and women's health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective.

Les études francophones s'intéressent aux pratiques éducatives, sociales et langagières des francophonies en Ontario, au Canada et dans le monde. Il est question du contexte de l'éducation en milieu minoritaire et de la sociologie de l'éducation, plus largement, des politiques linguistiques, ainsi que de la construction des différences liées à la langue, la race, l'ethnicité, le genre, la sexualité, les classes sociales, le handicap, et autres.

Francophone studies in education examines the educational, social, and linguistic aspects of francophone life in Ontario, Canada, and around the world. Emphasis is placed on understanding scholastic and social inequalities and the construction of differences through language, race, class, gender, sexuality and disability.

Courses related to learning, work and social change explore the world of work as representing a complex of institutional forms that play a key role in the shaping of privilege, discrimination and life chances. These courses deal with critical approaches – for both teachers and researchers – on the interrelations of organized/ informal, individual and collective learning and human development across paid / unpaid work and the broader (regional, national and global) political economy. This includes but is not limited to the analysis of the roles of educators in improving these relations. Courses offer theories and methods for understanding social forces associated with educational, workplace and political economic change. Some representative themes include: influences of social class, gender, race, ethnicity, generation and disability on learning practices, work processes and political economic outcomes; impacts of technological changes on labour markets, work democratization; changing labour processes and related training; the labour, womens', immigrant, community and other social movements seeking to affect economic relations; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work.

Courses related to queer studies in education allow students to explore issues, politics and theories of sexuality and gender. This area of study focuses on the social

relations of heteronormative societies and critically engages with non-heterosexual and non-normative heterosexualities as sites for developing critical analyses of how human sexuality should be a central concern of inquiry in political, cultural and social contexts. Additionally critical engagements with the politics and performance of gender are encouraged. Studies of femininity, masculinity and their many variations are invited. Students in the area should acquaint themselves with and access the Mark S. Bonham Centre for Sexual Diversity Studies, as well as the Collaborative program in Sexual Diversities at University College.

Initial Teacher Education Program

Faculty members in the Sociology in Education Program participate in the Initial Teacher Education program through course delivery, program support and guest lecturing as well as through the Secondary Program 4 (Education and Work). This option is designed for initial teacher education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, initial teacher education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

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

Centre for Integrative Anti-Racism Studies
Centre for the Study of Education and Work
Centre for Media and Culture in Education
Centre de recherches en éducation franco-ontarienne

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE research and field centres, see pages 184 - 189 of this *Bulletin*.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 179 - 183.

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 180.

Études franco ontariennes en Éducation

Voir le "Interdepartmental Research Areas Section," page 180.

Gender Equity in Education

See the Interdepartmental Research Areas Section, page 181.

Learning and Work

See the Interdepartmental Research Areas section, pages 181 - 182.

Women's Studies/Feminist Studies

See the Interdepartmental Research Areas section, page 183.

Collaborative Programs

Aboriginal Health

Students in the Department of Sociology and Equity Studies in Education can participate in the collaborative Aboriginal Health Program. For complete details on the program, please see page 170.

Comparative, International and Development Education

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Comparative, International and Development Education program. For complete details on the program, please see page 173.

Further information is available from:
Website: **cide.oise.utoronto.ca**
Email: cide@oise.utoronto.ca

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 176.

Women and Gender Studies (WGS)

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Women and Gender Studies program. For complete details on the program, please see page 178.

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under Options II (eight half-courses and a Major Research Paper [MRP]), Option III (6 half-courses and a thesis), or Option IV (ten half-courses) with other specific requirements as stated in the individual offer of admission. This degree program has a unique professional character and is distinct from the M.A. 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.

NOTE: Transfer to Option III may be approved after one term of successful studies.

The M.A. degree may be pursued full-time or part-time and requires a thesis.

The Ed.D. degree may be pursued on a full-time or part-time basis with specific course requirements (stated in the offer of admission). Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

This degree program has a unique professional character and is distinct from the Ph.D. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. In keeping with this focus, beginning in 2006-07 academic year, all Ed.D. students are required to complete the 'Practicum in Sociology and Equity Studies in Education' (half-course).

Ph.D. students, with the exception of those in the flexible-time program, must maintain full-time status throughout their program of study (See Minimum Admission and Degree Requirements section, pages 21-27). All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course (SES1913) prior to comprehensive examination.

The Department admits a small number of students to the Flexible-time Ph.D. Flexible-time Ph.D. students will register full-time during the first four years, and part-time during subsequent years of the program. The flexible-time Ph.D. degree has been designed to accommodate demand

by practicing professionals who expect continued employment in areas related to their fields of research. Flexible-time Ph.D. students must complete the requirements of their degree within 8 years.

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which **must be** taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half-courses which must be taken in SESE is listed in the table below.

Degree	Total of courses required	Minimum of courses in SESE required
MEdN	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
MA.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
EdN.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
FhN.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

NOTE. Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900 or SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- *the Sociology and Equity Studies in Education Handbook* available on the SESE Website **<www.oise.utoronto.ca/depts/sese>** which includes information about departmental and OISE organization, facilities, and resources
- notices and information via e-mail through the departmental e-mail conference "SESE"

In addition, some faculty members run thesis support groups for their students.

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Some distance mode courses are offered in French. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2008 Summer Session and the 2008 Fall Session and 2009 Winter Session will be noted in the Graduate Studies Course Schedule available on-line at: <www.ro.oise.utoronto.ca>.

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 21 - 27), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants **must** list at the end of this statement, the research area or areas in which they have primary interest (for more information see "Departmental Teaching and Research Interests," page 122). It is preferable that the student also list at least one (or more) faculty member(s) whose work is of the greatest interest

b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
   NOTE: M.Ed. applicants should supply one academic and one professional reference letter

c) at least one sample of written work in or related to the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the Department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Master's students may enroll in the 3900 courses with the permission of the instructor.)

NOTE: The *Graduate Studies Course Schedule*, available on-line at: **<www.ro.oise.utoronto.ca>** will record full descriptions of the 2008/2009 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES 9000 Introduction to Sociology in Education
An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.

SES 9001 Introduction à la sociologie de l'éducation
Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.

SES 9002 Introductory Sociological Research Methods in Education [
An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.

SES 9003 Introduction to Sociological Theory in Education
This course will introduce students to some of the 'classical' questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.

SES 9004 Qualitative Approaches to Sociological Research in Education [
This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

SES 90. 'ducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

SES 909. Eco Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings. We will first assess the state of the environment from an equity perspective, and then look at positive examples of how to deal with issues.

SES 9   Sociologie de l'ducation specialise'

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.

SES 9 2. Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

SES 9   SESE Learning to Succeed in Graduate School (NO CREDIT)

This non-credit course is required for all SESE Ph.D. students, though SESE students from other degrees may enrol in the course. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be some guest speakers. The coordinator will be Margrit Eichler. You must register for this course in order to receive credit.

SES 9   Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.

SES 92   The Principles of Anti-racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

SES 922. Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

SES 92   Racism, Violence, and the Law: Issues for Researchers and Educators

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-violence strategies. How should educators respond to the world post 911? Are we in a new age of empire? What is the connection between historical moments of extraordinary racial violence and our everyday world? How do individuals come to participate in, remain indifferent to or approve of violence? This course offers researchers and educators an opportunity to explore these broad questions through examining historical and contemporary examples of racial violence and the law.

SES 92. Modernization, Development, and Education in African Contexts

This seminar explores the significance and implication of education (as broadly defined) to the discourse of modernization and development in Africa. The course begins with the interrogation of 'African development' from an African-centred perspective. There is an examination of various theoretical conceptions of 'development' and the role of education and schooling in social change. A special emphasis is on the World Bank/IMF induced educational reform initiatives and the implications of 'authentic'/alternative development. The seminar will attempt to uncover the

myriad interests and issues about Africa, including contemporary challenges and possibilities. The course critically engages the multiple ways of presenting current challenges of 'development', the interplay of tradition and modernity, contestations over knowledge production in 'post-colonial' Africa, and the roles and significance of Indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social justice. Although the course basically uses African case material, it is hoped our discussions will be placed in global/transnational contexts, particularly in looking at themes common to many Southern peoples contending with, and resisting, the effects of [neo] colonial and imperial knowledge.

SES 92   Savoir indigène et d'colonisation

Ce séminaire examine diverses formes du savoir indigène et marginalisé dans des contextes locaux et globaux et les implications pédagogiques de ce savoir sur le changement éducationnel. Au départ, nous offrirons un bref aperçu sur le processus de production, d'interrogation, de validation et de dissémination du savoir dans divers contextes sociaux. Il existe présentement une critique à l'égard des conceptions théoriques liées à ce que constitue un savoir 'légitime' et comment un tel savoir est produit et disséminé sur les plans local et global. Ainsi, l'accent sera particulièrement mis sur la validation des épistémologies autres que occidentale et la contribution de ces épistémologies à travers des perspectives multiples et collectives de voir et interpréter le monde. Parmi les sujets étudiés, on compte: les principes et les formes du savoir indigène, les rapports de pouvoir, les différences sociales et, finalement, l'identité et la représentation dans le processus de production du savoir indigène. Nous nous pencherons aussi sur l'appropriation culturelle et l'économie politique de production du savoir; le savoir indigène et la science de l'éducation; le savoir indigène, la mondialisation et la modernité, le savoir indigène et le changement social. Afin de bien saisir les implications pédagogiques du savoir indigène, nous utiliserons du matériel pédagogique dérivé de plusieurs contextes sociaux de divers pays du monde.

SES 92V   ace Space and iti enship Issues for Educators

How do we come to know who we are and how is this knowledge emplaced, raced and gendered? For educators, these questions underpin pedagogy. In focusing on the formation of racial subjects and the symbolic and material processes that sustain racial hierarchies, educators can consider how dominance is taught and how it might be undermined. Drawing on recent scholarship in critical race theory, critical geography, history and cultural studies, the course examines how we learn who we are and how these pedagogies of citizenship (who is to count and who is not) operate in concrete spaces—bodies, nations, cities, institutions. This course is about the production of identities—dominant ones and subordinate ones in specific spaces. It is taught from an educator's and a researcher's viewpoint. As an educator, the compelling question is how we might interrupt the production of dominant subjects. As a researcher, the question is how to document and understand racial formations, and the production of identities in specific spaces. The course begins by exploring the racial violence of colonialism, of periods of racial terror (lynching, the Holocaust), and of the New World Order (in particular, the post 911 environment, and the violence of peacekeeping and occupations) as well as state violence. In all these instances, law often has a central role to play in producing and sustaining violence. It is through law, for example, that nations are able to legally authorize acts of racial violence and legal narratives often operate to secure social consent to acts of racial terror. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate in these racial and gendered social arrangements.

SES 92   Glo al Economic estructurin International i ration Immi ration Policies

This course will look into different aspects of the trend known as "Globalization". Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of "globalization" and also how nation-states are implicated in their im-migration histories.

SES 9   'cole et la communaut'

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.

SES 9__ The School and the Community
This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

SES 9.__ 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.

SES 9 V__ 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.

SES 9:__ 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.

SES 9 8__ The Internet and Cyberspace: Issues of Culture, Identity, Access and Control
Cyberspace—an expression linking people, computers and sources of information—can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of Internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.

SES 9 9__ Theoretical Frameworks in Culture, Communications and Education
This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.

SES 982__ 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.

SES 98__ Gender, Race and Historical Sociology
This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.

SES 98..., Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

SES 988... Diversity and Social Justice Issues in Physical Education, Recreation and Sport

The main objective of the course is to develop a critical sociological analysis of interlocking systems of oppression — sexism, classism, racism, homophobia, ableism — and their manifestations in physical education, recreation and sport. Feminist, socialist and antiracist analyses will be used, with a focus on the pedagogical implications. Readings and discussions will investigate the experiences of disadvantaged sociocultural groups, including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, US, UK, Australia and elsewhere.

SES 989... 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.

SES 992... 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.

SES29..0... Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families. The course looks at diversity in Canadian families, and provides a critical perspective on policies.

SES29... Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.

SES29... Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

SES29..0... Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

SES29... Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.

SES2932 Education and/or>

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

SES2930 Indigenous Peoples and Medias: Theorizing • Decolonizing • Cultural Vitalization and Self Determination

Cultural productions in which Indigenous peoples engage to tell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and stories, media, film, photography, newspapers, written texts, research documents, literary texts, Internet communications and web sites. These productions will help us question and challenge myths about Indigenous peoples which replicate and reproduce stereotypic understandings of Indigenous peoples, beginning a process of decolonizing our minds and embracing Indigenous representations of Indigenous peoples. This course will involve literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions undertake a critical examination of imperialism, history, writing and theory in regard to Indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, decolonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitalization and self-determination.

SES2998 Individual Reading and Research in Sociology and Equity Studies in Education (Master's Level)

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

SES2999 Special Topics in Sociological Research in Education: Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of

Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.

SES2999 Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.

SES3900 Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.

SES 90 Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.

SES 90 Advanced Seminar on Race and Anti-racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography.

Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.

Prerequisite: SES1922H or permission of instructor.

SES 9   Cultural Knowledges, Representation and Colonial Education

With the advent of colonialism, non-European traditional societies were disrupted.   A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.

Prerequisite: Masters students need approval of instructor.

SES 9 2 Race and Knowledge Production: Issues in Research [

As a qualitative research course for masters and doctoral students who already possess some familiarity with postmodern, feminist and critical race theories, the course will consist of readings that explore the following question: how is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge? How can intellectuals challenge imperialist and racist systems through their research and writing? This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do we as scholars rely on when we undertake research? How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. In part two of the course, we explore interlocking systems of oppression: how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy. For the third part of the course, we examine how we understand the immigrant's body, the citizen, the migrant and what it means to produce knowledge as a post-colonial scholar.

SES 9   Encoding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class "fault" lines.

SES 9 .   Anti-Colonial Thought and Fedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.

SES 92   Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

SES 929 Advanced Disability Studies: Transgressive Bodies / Transgressive 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.

SES 90 Methods to Avoid Sexist, Racist and Ableist Biases in Research [

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.

SES 92 Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, represen-tation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

SES 9 Globalisation and Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?

SES 9.2 Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopo-litical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, "top down" and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in "developing" nations, which are radically altering the "forms of formal schooling" and achieving significant learning gains among very poor children, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 150 such "success stories". Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations.

SES 9. Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.

SES 9.9 Advanced Studies in Learning and/or Class conflict: labour and learning in the information age

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultural and historical contexts; general studies of the changing nature of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.

SES 998 Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.

SES 999 Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.

YSA 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.

YTE 9 2 an ue• culture et 'ducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.

YTE 9 2 an ua e• culture• and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

YTE29 2 Teachers , or> lassrooms• areers• ultures and han e

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

Theory and Folicy Studies in Education (TFS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

Educational Administration
i her Education
istory and Fhilosophy of Education

The History and Philosophy of Education Program represents cognate disciplines. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

The Department also participates in two Collaborative Programs:

omparative• International and evelopment Education
Graduate olla orative Fro ram in omen and Gender Studies

The Department offers the **ertificate in School ana ement** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

Educational Administration
Higher Education
Health Professional Education (M.Ed. only)
History of Education
Philosophy of Education

General Information
Hor application information and forms visit the Registrar's Office Website: x x x hoNbiseNutorontoNta

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

Hor information a out re istration• contact
Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-978-1654
E-mail: lromero@oise.utoronto.ca

Academic Information
Educational Administration
James Ryan, Ph.D./Ed.D. Coordinator

i her Education
Jamie-Lynn Magnusson, Program Coordinator

istory of Education
Ruth Sandwell, Coordinator

Fhilosophy of Education
Megan Boler, Coordinator

hair of the epartment

Reva Joshee, Ph.D. (Univ. of British Columbia)
Associate Professor and Chair

Interdepartmental esearch Area

Gender E uity in Education
This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

Hor more information see pa e 8 and/or contact
Centre for Women's Studies in Education
Telephone: 416-978-2080

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Director:
Karen Mundy, Adult Education and Counselling Psychology

Contact:
Website: cide.oise.utoronto.ca
E-mail: cide@oise.utoronto.ca

Participating TPS Faculty:
Stephen Anderson, Nina Bascia, Megan Boler, Denis Haché, Ruth Hayhoe, Glen Jones, Reva Joshee, Daniel Lang, Ben Levin, David Levine, Cecilia Morgan, John Portelli, Creso Sá and Harold Troper

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

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

Prospective applicants should review the detailed information about the CIDE program available in the Collaborative Graduate Degree Programs section on pages 173 - 176 of this *Bulletin* and on the CIDE Website at <cide.oise.utoronto.ca>. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the *School of Graduate Studies Calendar*.

Courses

NOTE: Please consult the CIDE Course List at: **cide.oise.utoronto.ca**

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the Collaborative Degree Programs section in this *Bulletin* (pages 174 - 176).

TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1447H	Technology in Education: Philosophical Issues
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS1832H	East Asian Higher Education
TPS2006H	Educational Finance and the Economics of Education
TPS3017H	Problems in the Finance and Economics of Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS 3447H	Theories of Modernity and Education I
TPS 3806H	Case Studies in Comparative Higher Education
TPS 3810H	International Academic Relations

A wide selection of additional courses is available across participating departments. See the entry on pages 174 - 176 in this *Bulletin* or visit the CIDE Website **+cideNbiseNutorontoNta<**.

Graduate olla orative Fro ram in   omen and Gender Studies (GS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women and Gender Studies (CWGS). All programs of study should be planned in consultation with the Graduate Women and Gender Studies Program Director at New College and the Program advisor in the student's OISE home department. Further information is available on page 178 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

Educational Administration Fro ram

James J. Ryan, Ph.D. (Toronto)
Professor, and Ph.D./Ed.D. Coordinator

Stephen Anderson, Ph.D. (Toronto)
Associate Professor

Nina Bascia, Ph.D. (Stanford)
Professor

Joseph Flessa, Ph.D. (California at Berkeley)
Assistant Professor

Denis Haché, Ph.D. (Montreal)
Associate Professor

Reva Joshee, Ph.D. (Univ. of British Columbia)
Associate Professor and Chair

Daniel W. Lang, Ph.D. (Toronto)
Professor

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor

Benjamin Levin, Ph.D. (Toronto)
Professor, Canada Research Chair

Blair Mascall, Ph.D. (Toronto)
Assistant Professor

Susan Padro, Ph.D. (Florida State)
Associate Professor

John Portelli, Ph.D. (McGill)
Professor, cross-appointed to Philosophy of Education

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE Northwestern Centre;
and Coordinator, Technology Mediated and Off-Campus
Programs

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor

Associated Instructors

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy
Studies

Teacher Education Staff

Connie Edwards, Ed.D (British Columbia)
Lecturer, Psychological Foundations of Learning and
Development

Meredith Lordan, M.Ed. (Toronto)
Co-coordinator of the Students at Risk: Learning Pathways
Cohort, Coordinator of the School, Community, and Global
Connections Cohort, Initial Teacher Education (Secondary)

Callie Mady, Ph.D.. (Toronto)
Seconded instructor to the Initial Teacher Education
Program, TES cohort coordinator, French I/S, French
Immersion

Usha Viswanathan, M.A. (Carleton)
TES Coordinator and C&I Instructor, Pre-service
Education OISE

Frofessors Emeriti
John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York
   at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Fro ram   ission

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

ertificate in School   ana ement
The Certificate in School Management serves the profes-
sional development needs of school business officials and
other educational administrators who desire further study
in school administration.

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 e sent to
Marion Morgan
Telephone: 416-978-1203
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per
annum (plus incidental fees). Part-time students pay for
each half-course. In 2007/2008, the full-time annual fee
was $6,416.00 and the half-course fee was $1,050.55.

Fro ram e uirements

The requirements consist of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;

b) two half-courses related to school board management, which normally include TPS2006;

c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

e rees

The M.Ed. and Ed.D. 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 M.A. and Ph.D. 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 M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

aster of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission e uirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 21 - 27, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;

b) an interest in the study and practice of administration;

c) academic qualifications beyond the first degree;

d) two letters of reference (see Application Procedures section, page 28). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

e ree e uirements

Beginning with the 2005/2006 academic year, students will select from the following three options:

Option II which is comprised of:

a) three required courses

TPS1003   Conducting Research in Educational Administration [RM]

TPS1040   Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

TPS1041   Educational Administration II: Social and Policy Contexts of Schooling;

OTE. TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;

c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

O

Option III which is comprised of:

a) three required courses

TPS1003   Conducting Research in Educational Administration [RM]

TPS1040   Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

TPS1041   Educational Administration II: Social and Policy Contexts of Schooling;

OTE. TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

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

c) a comprehensive thesis to be carried out under the guidance of a faculty member.

O

Option I which is comprised of:

a) four required courses

TPS1004   Introduction to Research Literacy in Educational Administration [RM]

TPS1040   Educational Administration I: Introduction
           to Educational Administration: Policy,
           Leadership and Change
TPS1041   Educational Administration II: Social and
           Policy Contexts of Schooling
TPS1050   Themes and Issues in Policy, Leadership,
           Change, and Diversity;

NOTE: TPS1004, TPS1040 and TPS1041 should
preferably be the first courses taken in the student's
program of study. TPS1050 should normally be taken as
the final course in the student's program.

b)   six other half-courses, of which at least two must be in
     Educational Administration. Students may choose to
     focus on one of the four research areas: Policy,
     Leadership, Change, and Social Diversity.

Students contemplating applying to an Ed.D. or a Ph.D.
program are strongly recommended to take option II or
III. Both doctoral programs require a QRP (Qualifying
Research Paper). Students should plan their M.Ed. courses
particularly carefully with their faculty advisor. MRPs may
meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-
time. The Department strongly recommends completion
of theses and MRPs within eighteen months of finishing
course requirements. Once students are past the
'minimum period of registration' or have begun their last
required course (whichever comes first) they must continue
to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or
by another graduate faculty in the University of Toronto
may be selected as an elective. Students selecting such
courses should consult their faculty advisor. Students may
begin their program of study in the second term of
Summer Session (July/August) or in the Fall Session or the
Winter Session.

Off-Campus and Distance Education

Courses (M.Ed. and Certificate students)
Some sections of existing courses are offered off-campus
and by computer conferencing in order to make them
available to people in localities far from Toronto. The
admission requirements are the same for the off-campus
courses as for the regular on-campus courses. Information
materials for both off-campus and on-campus courses will
be available on-line at <www.ro.oise.utoronto.ca>
in March. New applicants should apply by December 1,
2008.

Further information is available from:
Jim Ryan, Program Coordinator
Telephone: 416-978-1152
E-mail: jryan@oise.utoronto.ca

Doctor of Education
The Educational Administration program has two Doctor
of Education program streams: The Ed.D. Cohort
Program and the Regular Program.

Regular Ed.D.
The Regular Ed.D. degree Program in Educational
Administration is designed to develop highly competent
personnel for senior administrative positions in school
systems, Colleges, universities, and other educational
institutions and agencies and for academic positions in
universities and colleges. The program of study is designed
to satisfy the needs of practicing and aspiring Educational
administrators and academics who, because of the
increasing complexity of problems related to the operation
of educational organizations, have recognized the need for
further professional education. The emphasis is on
developing skills in the application of knowledge from
theory and research to practical administrative problems.
To accomplish this, the program of study is flexibly
designed and involves numerous collaborative experiences
among faculty members, students and administrators. The
Ed.D. degree may be taken full-time or part-time.
However, a minimum of one year of full time study is
required. Every effort will be made to ensure that courses
are scheduled to accommodate students who are working
full time.

Admission Requirements
In addition to the general requirements given in the
Minimum Admission and Degree Requirements section,
pages 21-27, the Educational Administration Program
specifies the following:

a)   the applicant should hold a master's degree with
     specialization in Educational Administration from the
     University of Toronto, or an equivalent degree.
     Additional coursework will be required from those
     who do not have a background in administrative
     studies;
b)   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;
c)   the applicant must also furnish at least one letter of
     reference from a professor under whom the applicant
     has studied, commenting on the applicant's scholarly
     achievement.

e ree e uirements

The Ed.D. degree program is organized into six comple-mentary components:

a) Ed.D. core seminars, which consist of two half courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

b) two of the following three half courses or their equivalent: TPS3042, TPS3043, or TPS3044 (TPS3044 is strongly recommended);

c) two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values;

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;

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. Candidates are responsible for meeting all of the degree requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator.

Further information is availa le from

Jim Ryan, Ph.D./Ed.D. Program Coordinator
Telephone: 416-978-1152
E-mail: jryan@oise.utoronto.ca

ohort EdN N

The Ed.D. Cohort Program in Educational Administration is intended to develop highly competent leaders for senior administrative positions in school systems, colleges, univer-sities, 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. Candidates for 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 and accordingly, this program values the world of practice as a rich field for research and reflective 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, candidates 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.

Candidates to 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. Candidates should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

The Cohort program will take applications in alternate years.

Key aspects of the Ed. D. program include the following:

ohort. The program is cohort-based in order to encourage the development of networking and communi-cation skills, to build a collegial community of practice and quality connections between students and faculty.

Se uence. In order to support the cohort model, there is a specified sequence to the recommended courses.

Fractice. The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

esearch. This program encourages candidates to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

Admission e uirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements, the Educational Administration program specifies the following for admission to the Doctor of Education program:

a) the applicant should hold a Master's degree with specialization in Educational Administration or an equivalent degree. Additional coursework may be required from those who do not have a background in administrative studies. A qualifying research paper (QRP) will be required;

b) the applicant must be in a successful leadership position in education; or must have held a leadership position successfully; or must demonstrate potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant secures from a senior administrator to whom the applicant has reported, commenting on the applicant's achievement

in identifying and solving educational problems; ability to lead others; accomplishments; and awareness of current social and educational issues. A curriculum vitae must be submitted;

c) the applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Degree Requirements

The Ed.D. degree program is organized into five complementary components:

1) Ed.D. core courses are six mandatory half courses:

TPS3025   Personal and Professional Values of Educational Leadership (examines the personal and professional values and ethics of educational decision-making and policy)

TPS 3040   Administrative Theory and Educational Problems I: People and Power in Organizations (applies theory and research to problems of people, power, and policy in organizations)

TPS 3041   Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education (examines the content, development, and significance of educational policy)

TPS 3042   Field Research in Educational Administration (a field research course where candidates examine methods of field research, action research and case studies in educational administration)

TPS 3044   Internship/Practicum in Educational Administration (there are three options – all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee)

TPS 3047   Research Seminar on Research in Authentic Settings (the focus is as a participant in the research – reflective practice and/or action research)

2) Two other half courses, one of which must be at the 3000-level;
3) Successful completion of a portfolio of reflective practice;
4) A thesis proposal hearing;
5) A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

Intake

Intake to the program occurs every three years, allowing the third year to be an intake year.

Program Design

In Year 1, there are three required Foundation courses:

May/June   – 1 required course (TPS3040)
July/August   – 1 required course (TPS3041)
Sept - April   – 1 required online course (TPS3025) and 1 elective

In Year 2, the course load is four courses:
May/June   – 1 required course (TPS3042)
July/August   – 1 elective (second elective)
Sept-April   – 2 required courses (TPS3044 and TPS3047)

NOTE: May/June courses are offered on Friday afternoon/Saturday to allow working professionals to take the program while continuing to work and to attend from a wider geographical region.

How this Ed.D. program differs from the Ph.D.:

Application (includes CV and experience in administration)
Internship course (includes the internship/practicum)
Research course (includes action research component)

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the M.A. or Ph.D. Program Coordinators in the Educational Administration Program.

Admission e. uirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 21 - 27). The M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A** . Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 21 - 27.

** e ree e. uirements**

aster of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000-level.

octor of Fhilosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

The Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Hurther information is availa le from
Jim Ryan, Program Coordinator
Telephone: 416-978-1152
E-mail: jryan@oise.utoronto.ca

Fro ram esearch Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Folicy

TPS1005 The Computer in Educational Administration
TPS1018 Political Skill in the Education Arena
TPS1024 Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027 The Search for Educational Quality and Excellence in a Global Economy
TPS1027 La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028 Policy Delivery in Schools
TPS1030 The Legal Context of Education
TPS1036 Planning in Educational Organizations
TPS1045 Language Policy Across the Curriculum
TPS2006 Educational Finance and the Economics of Education
TPS3018 Governing Education: A Seminar on Politics
TPS3030 Advanced Legal Issues in Education
TPS3037 Strategic Planning in Educational Organizations
TPS3045 Educational Policy and Program Evaluation

eadership

TPS1016 School Program Development and Implementation
TPS1026 Evaluation of Professional Personnel in Education
TPS1042 Educational Leadership and Cultural Diversity

TPS1047 Managing Changes in Classroom Practice
TPS1048 Educational Leadership and School
Improvement
TPS3025 Personal and Professional Values of Educational
Leadership
TPS3046 Gender Issues on Educational Leadership
TPS3047 Research Seminar on Leadership and
Educational Change

Change

TPS1012 Organizational Culture and Decision-Making
TPS1020 Teachers and Educational Change
TPS1025 School Effectiveness and School Improvement
TPS1036 Planning in Educational Organizations
TPS1047 Managing Changes in Classroom Practice
TPS1048 Educational Leadership and School
Improvement
TPS3020 Educational Change in the Postmodern Age
TPS3037 Strategic Planning in Educational Organizations
TPS3047 Research Seminar on Leadership and
Educational Change

Social Diversity

TPS1019 Diversity and the Ethics of Educational
Administration
TPS1042 Educational Leadership and Cultural Diversity
TPS1045 Language Policy Across the Curriculum
TPS3046 Gender Issues on Educational Leadership
TPS3055 Democratic Values, Student Engagement and
Democratic Leadership

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS 00__ Conducting Research in Educational Administration [

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.
NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.

TPS 00.__ Research Literacy in Educational Administration [

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.
NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.

TPS 00__ The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.

TPS 0 2__ Organizational Culture and Decision Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.

TPS 0 V__ School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.

TPS 0 8__ 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.

TFS 0 9   iversity 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 adminis- trative 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.

TFS 020   Teachers and Educational han e

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

TFS 02   Interpersonal elations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instru- mental relationship, and attempt to understand the adminis- trative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

TFS 02.   ritical onversations   Philosophy• Educational Administration and Educational Folicy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.

TFS 02   School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical character- istics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

TFS 02V   Evaluation of Frofessional Fersonnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

TFS 02   a recherche de la ualit' et de l e cellen e en ' ducation dans le conte te de l ' conomie lo ale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école- entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

TFS 02   The Search for Educational uality and E cellence in a Glo al Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.

TFS 028   Folicy elivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

TFS 029 Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

TFS 0 0 The eal ontet of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.

TFS 0 V Flannin in Educational Oraniations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.

TFS 0.0 Educational Administration I Introduction to Educational Administration Policy• eadership and

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

OTE All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.

TFS 0. Educational Administration II Social and Policy ontets of Schoolin

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.

OTE All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.

TFS 0.2 Educational eadership and ultural iversity

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.

TFS 0. anuae Policy Across the urriculum

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.

TFS 0.:   ana in han es in lassroom Fractice

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.

TFS 0.8 Educational eadership 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.

TFS 0 2 Individual eadin and esearch in Educational Administration. aster's evel

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.

TFS200V Educational Hinance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

 OTE. Students who have taken TPS1017 or TPS1841 will not be eligible to take this course for credit.

TFS 0 :   Fro lems in the Hinance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

Frere uisite 1017H or permission of instructor.

TFS 0 8 Governin Education. A Seminar on Folitics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

TFS 020 Educational han e in the Fostmodern A e'

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

TFS 022 The Investi ation of School ulture. An E amination of the aily ife 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.

TFS 02. Held Studies in Educational eadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

TFS 02 Fersonal and Frofessional alues of Educational eadership

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.

TFS 028. Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

TFS 029. 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.

TFS 0 0. 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.

TFS 0 . 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.

TFS 0.0. 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.

TFS 0. 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.

TFS 0. 2. Field Research in Educational Administration [

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.

TFS 0. Survey Research in Educational Administration [

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.

TFS 0. . 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.

TFS 0. Educational Folicy and Fro ram 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.

TFS 0. V Gender Issues on Educational eaderships

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.

TFS 0. esearch Seminar on eadership and Edutational han e

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.

TFS 0 2 Individual eadin and esearch in Edutational Administration octoral evel

Description as for 1052H.

TFS 0 emocratic alues• Student En a ement• and' emocratic eadership

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.

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Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor, Program Coordinator

Sandra Acker, Ph.D. (Chicago)
Professor, cross appointed from the Department of Sociology and Equity Studies

Anthony C. Chambers, Ed.D. (Florida)
Assistant Professor and Director, Centre for the Study of Students in Postsecondary Education, OISE; Associate Vice-Provost, Students

Peter Dietsche, Ph.D. (Toronto)
Assistant Professor, William G. Davis Chair in Community College Leadership

Ruth E. S. Hayhoe, Ph.D. (London)
Professor

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto

Glen A. Jones, Ph.D. (Toronto)
Professor and Associate Dean, Academic (on leave January to December 2008)

Daniel W. Lang, Ph.D. (Toronto)
Professor (on leave 2007 to 2008)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed from Adult Education and
Counselling Psychology and Sociology and Equity Studies

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation

Creso Sá, Ph.D. (Pennsylvania State)
Assistant Professor

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor

Frofessors Emeriti
Michael Skolnik, B.Phil. (Oxford)
Cicely Watson, Ph.D. (Harvard)

Associated Instructors

Mathieu Albert, Ph.D. (Montreal)
Assistant Professor, Cross-appointed from
Wilson Centre for Research in Education,
Faculty of Medicine

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education,
York University

Jorge Balan, Ph.D. (Texas)
Senior Researcher, Centre for the Study of State and
Society (CEDES), Buejos Aires

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and
Community Medicine, University of Toronto

W. Berry Calder, Ed.D. (Toronto)
Provost and Vice-President Academic, NAIT

Liang Chen, Ph.D. (Toronto)

John G. Dimond, Ph.D. (Toronto)
Secretary Emeritus, The Governing Council,
University of Toronto

Adam Dubrowski, Ph.D. (Waterloo)
Assistant Professor, cross-appointed from Wilson Centre
for Research in Education, Faculty of Medicine

Jason Frank, M.D. (Ottawa), M.A. (Toronto)
Assistant Professor, Faculty of Medicine, University of
Ottawa

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied
Arts and Technology

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and
Advanced Learning

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and
Technology

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the
University of Toronto

Brian Hodges, Ph.D. (Toronto)
Associate Professor, Cross-appointed from Wilson Centre
for Research in Education

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy
Studies

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York
University

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College

Gabrielle Kane, Ed.D. (Toronto)
Assistant Professor, Department of Radiation Oncology,
Faculty of Medicine

Jane Knight, Ph.D. (Michigan State)
Adjunct Professor, Comparative International
Development Educational Centre

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph

Vicki LeBlanc, Ph.D. (McMaster)
Assistant Professor, cross-appointed from Wilson Centre,
for Research in Education, Faculty of Medicine

Jun Li, Ph.D. (Maryland)
Postdoctoral Fellow, Theory and Policy Studies

Jing Lin, Ed.D. (Michigan)
Professor, Department of Educational Policy and
Leadership, University of Maryland-College Park

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children
and the University of Toronto

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty
of Nursing, University of Toronto

Jodi Herold McIlroy, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine

Ann Mullen, Ph.D. (Yale)
Assistant Professor, cross-appointed from Department of
Sociology, Faculty of Arts and Science

Louise Mullins Nasmith, M.D., M.Ed., (McGill)
Professor, Department of Public Health Sciences, Faculty
of Medicine

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the
Community College

Julia Pan, Ph.D. (Toronto)
Senior Research Officer

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
_C_

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York
University

Scott Reeves, Ph.D. (City University, London)
Associate Professor, The Wilson Centre, Faculty of
Medicine

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University
of Toronto

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy
Environments Network (WHEN)

Souraya Sidani, Ph.D. (Arizona)
Professor, Faculty of Nursing

Nicole Woods, Ph.D. (McMaster)
Lecturer, Department of Surgery, Faculty of Medicine

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and
Universities

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aster of Education

The Higher Education Program offers an M.Ed. in Higher Education including an M.Ed. in Health Professional Education and an M.Ed. with a focus on student development. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study. **Option I** is also available in a cohort format. Students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. The Program Coordinator can provide more information on the M.Ed. in Health Professional Education.

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Option I – M.Ed. in Higher Education (Non-Cohort Format)
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education, plus
b)   eight half-courses, of which at least three must be in Higher Education
c)   a written General Comprehensive Examination

Option I – M.Ed. in Higher Education (Cohort Format)
This option will be of particular interest to working professionals and postsecondary leaders since it offers the flexibility of a cohort based and compressed format scheduling.
a)   full course, TPS1803Y – Recurring Issues in Postsecondary Education
b)   5 other sequential half courses (cohort based)
c)   3 elective half courses – one of which must address equity issues
d)   a written comprehensive examination

Option II (M.Ed. in Health Professional Education)
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education, plus
b)   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;
c)   a research project (Masters Research Paper)
d)   a written General Comprehensive Examination

aster 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.

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The M.A. program consists of eight half-courses, which must include:
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b)   six additional half-courses, of which at least three must be in Higher Education. The number of additional half-courses may be reduced to four for students with prior undergraduate or graduate degrees that are relevant to the study of Higher Education
c)   a thesis
d)   a written General Comprehensive Examination

Off ampus and istance Education ourses

Some existing courses are offered off-campus and by computer conferencing 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.ro.oise.utoronto.ca >** in March. New applicants should apply by December 1, 2008.

octor of Education

The Ed.D. degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. The year of full-time study does not have to be contiguous.

Applicants who hold an M.Ed. 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 masters thesis, long essays or papers written for masters 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.

e ree e uirements

a)   a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally they would include:
• TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education.
• at least two half-courses in Higher Education
• a half-course in research methodology approved by the faculty advisor

- one half-course 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 written General Comprehensive Examination (if not completed previously)

c) a Doctoral Specialization Examination

d) a thesis reporting the results of original research on an applied topic in post-secondary education

ommunity olle e eadership Fro ram

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leadership Program are generally the same as for the flexible-time Ph.D. degree program. The main differences are:

a) the Community College Leadership Program is focussed on the study of community colleges

b) is delivered in a cohort format

c) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.

d) requires a minimum of eight half-courses

Hor more information a out the ommunity olle e eadership Fro ram• contact

Peter Dietsche, Theory and Policy Studies in Education
E-mail: pdietsche@oise.utoronto.ca

octor of Fhilosophy

The Ph.D. 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 M.Ed. 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 masters thesis, long essays or papers written for masters 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.

e ree e. uirements

a) a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally these would include:
- TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education
- at least two half-courses in Higher Education
- a half-course in research methodology approved by the faculty advisor
- one half-course selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto

b) a written General Comprehensive Examination (if not completed previously)

c) a Doctoral Specialization Examination

d) thesis reporting the results of original research in post-secondary education

Hurther information is availa le from

Jamie-Lynn Magnusson, Program Coordinator
Telephone: 416-978-1208
E-mail: jmagnusson@utoronto.ca

ertificate

ertificate in eadership in i her Education

The Certificate in Leadership in Higher Education is a part time program specifically designed to meet the professional development needs of individuals aspiring to be, or currently in, leadership roles in colleges and universities. This certificate will be offered only on a compressed/cohort basis.

Admission e. uirements

a) application to the Certificate Program requires completion of secondary school as a minimum basis of admission. Applicants will normally be expected to have taken university-level courses or equivalent and relevant professional experience. Special consideration will be given applicants lacking the formal academic credential but who have significant relevant professional experience

b) significant relevant professional experience in the post-secondary sector

c) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can address the question of academic ability

Certificate Requirements

Completion of 4 half courses at a mid B or higher grade:

- TPS803Y – Parts I and II (Recurring Issues in Post Secondary Education) (full course)
- TPS809H – Administration of Colleges and Universities (half course)
- TPS820H – Special Topics in Higher Education: Student Development Part I (half course)

A University of Toronto Certificate will be awarded upon successful completion of the above requirements.

All correspondence and fees should be sent to:

Janice Verner
Telephone: 416-978-1251
E-mail: jverner@oise.utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TFS 801 The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

TFS 802 Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.

TFS 803 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.

TFS 805 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.

TFS 806 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.

TFS 807V 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.

TFS 807 Strategic and Long-range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE. This course with a systems focus complements TPS1811H, which has an institutional focus.

TFS 808 Research in Health Professional Education

This course addresses educational research approaches specif-ically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.

NOTE. The course is designed for students enrolled in the M.Ed. specialization in health professional education.

TFS 809 Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communi-cation, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.

TFS 8 0 Evaluation of] nα led e• ⁄linical ⁄ompetence and Frofessional Behaviour in the ealth Frofessions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.

TFS 8   Institutional esearch and Flannin   [

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.

OTE This course with an institutional focus complements TPS1807H, which has a systems focus.

TFS 8 2 Education and the Frofessions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of global-ization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

TFS 8   Issues in ⁄o nitive and Educational Fsycholo y Implications for ealth Frofessional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health profes-sional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.

TFS 8 . ⁄urriculum in Institutions of i her Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.

TFS 8   Teachin in Institutions of i her Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

TFS 8 :   urturin Frofessional Education

This course begins with the contemporary critique of profes-sional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.

TFS 8 8 Educational evelopment E amination of Strate ies for Improvin Teachin and earnin in Fostsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

TFS 8 9 Governance in i her Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

TFS 820 Special Topics in i her Education aster s evel

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

TFS 82   Institutional ifferentiation in Fostsecondary Education

This course will examine the nature of institutional differen-tiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institu-tional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector;

traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.

TFS 822   The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

TFS 82.   The Flanning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

TFS 82   Comparative Education Theory and Methodology [

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

TFS 82V   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.

TFS 82   The Folitics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

TFS 828   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.

TFS 8 2   East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.

TFS 8   Academic Capitalism Higher Education with a Corporate Agenda

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

TFS 8 .   Qualitative Research in Higher Education [

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionish, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography,

autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

TFS 8 ` Environmental ealth• Transformative  i her Education and Folicy `han e Education Tox ard Social and Ecosystem ealin

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada.

TFS 8 8 `ontinuin Education

The intent of this course is to explore current issues in continuing education including: access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs; the roles of colleges, universities, the work place and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs; the impact of educational technologies on the accessibility and the quality of continuing education.

TFS 8 9 Administration of Technolo y in i her Education

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.

TFS 8. 2 i her Education and the a or ar>et

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

TFS 8. i her Education and the a

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

TFS 8 2 Individual eadin and esearch in i her Education aster s evel

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

TFS200V Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

OTE Students who have taken TPS1017 or TPS1841 will not be eligible to take this course for credit.

TFS 80V ase Studies in `omparative i her Edutation

This is a seminar course designed for students interested in the comparative study of higher education.

TFS 8 0 International Academic elations

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.

TFS 820 Special Topics in Higher Education, octoral evel
Description as for TPS 1820H.

TFS 8 2 Individual eading and esearch in Higher Education, octoral evel
Description as for TPS 1852H.

Other courses accepted for credit
(For descriptions, see relevant department course listings)

OTE The following courses are accepted for credit in Higher Education:

AEC1107H Developing and Leading High Performing
          Teams: Theory and Practice
AEC1114H Comparative and International Perspectives
          in Adult Education
AEC1131H Teaching, Learning, and Working in
          Nonprofit Organizations
AEC1146H Women, War and Learning
AEC1173H Creativity and Wellness: Learning to Thrive
AEC1181H Embodied Learning and Qi Gong
AEC1207H Counselling Topics in Sexual Orientation and
          Gender Identity/Diversity
AEC3104H Political Economy of Adult Education in
          Global Perspectives
AEC3140H Post-Colonial Relations and Transformative
          Education
AEC3173H Effecting Change: Creating Wellness
AEC3211H Counselling and Researching in Context:
          Critical Perspectives on Counselling and
          Health Promotion Research
CHL5607H Teaching and Learning by the Health
          Professions: Principles and Theories
HDP1216H Psychoeducational Assessment
LAW384H Intellectual Property
SES3932H Contemporary Perspectives on Women and
          Higher Education
SOC6019H The Sociology of Gender and Work

OTE Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

Adult Education and ounselling Psycholo y
AEC1145H Participatory Research in the Community
          and the Workplace [RM]

urriculum• Teaching and earning
CTL1108H The Phenomenological Curriculum
CTL1112H Interpretive Research Methods in Holistic
          and Aesthetic Education
CTL1306H Qualitative Research Methods in Education:
          Concepts and Methods [RM]

CTL1809H Narrative and Story in Research and
          Professional Practice
CTL1810H Doctoral Seminar in Qualitative Research on
          Teaching
CTL1861H Critical Ethnography [RM]

uman evelopment and Applied Psycholo y
HDP1288H Intermediate Statistics and Research Design
          [RM]
HDP3201H Qualitative Research Methods in Human
          Development and Applied Psychology [RM]

Sociolo y and E uity Studies in Education
SES1905H Qualitative Approaches to Sociological
          Research in Education [RM]
SES3930H Advanced Seminar on Feminist Methodology
          and Education [RM]

epartment of Fu lic ealth Sciences• University of Toronto
CHL5111H Qualitative Research Methods
CHL5115H Topics in Qualitative Research

Faculty of ursin • University of Toronto
NUR1024H Qualitative Research: Foundations, Methods
          and Designs

ourses that fulfill the ealth Professions e uirement for the EdN Pro ram
AEC1173H Creativity and Wellness: Learning to Thrive
AEC1181H Embodied Learning and Qi Gong
TPS1804H Issues in Medical/Health Professional
          Education
TPS1808H Research in Health Professional Education
          [RM]
TPS1810H Evaluation of Knowledge, Clinical
          Competence and Professional Behaviour in
          the Health Professions
TPS1812H Education and the Professions (can be used
          for regular or health requirement)
TPS1813H Issues in Cognitive and Educational
          Psychology: Implications for Health
          Professional Education
TPS1817H Nurturing Professional Education (can be
          used for regular or health requirement)
TPS1837H Environmental Health, Transformative
          Higher Education and Policy Change:
          Education Toward Social and Ecosystem
          Healing

istory and Fhilosophy of Education Fro ram

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

istory of Education
Fhilosophy of Education (page 164)

Given the close relationship of these two disciplines within our Program, Philosophy of Education students are normally required to take TPS1419H, Historiography and the History of Education (or an equivalent approved by the Program Co-ordinator) while History of Education students are normally required to take TPS1440, Introduction to the Philosophy of Education (or an equivalent approved by the Program Co-ordinator).

Students are encouraged to sample courses from the affiliate area – e.g., in the case of Philosophy of Education students, to sample History of Education course offerings.

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental esearch Areas

Students may participate in the following Interdepartmental Research Areas:

Gender Equity in Education (page 181)
Transformative Learning (page 182)
Women's Studies/Feminist Studies (page 183)

olla orative Graduate e ree Fro rams

Students may also enroll in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the collaborative program.

Comparative, International and Development Education (CIDE) (see pages 173 - 176)
Graduate Collaborative Program in Women and Gender Studies (GCWS) (see page 178)

istory of Education Held

David Levine, Ph.D. (Cambridge)
Professor

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor (on leave January to July 2008)

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Associate Professor (on leave July, 2008 to June, 2009)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
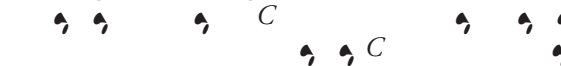
Harold M. Troper, Ph.D. (Toronto)
Professor

Associated Instructors

Heidi Bohaker, Ph.D. (Toronto)
Assistant Professor in Aboriginal History, Department of History

Elspeth Brown, Ph.D. (Yale)
Associate Professor, Department of History
Director, Center for Study of United States

Eric Jennings, Ph.D. (California, Berkeley)
Department of History

Michelle Murphy, Ph.D. (Harvard)
Associate Professor, Department of History

Frofessors Emeriti
Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research [RM]). Students in the History field of these programs are required to take TPS1440 (Introduction to Philosophy of Education) or an equivalent approved by the Program Coordinator.

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History of Education field of special-ization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed **Option II**, which requires a major research paper and the M.Ed. **Option I**, which requires 10 half-courses only. The Ed.D. has a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 21 - 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

NOTE. Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option I** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in History of Education; students enrolled in **Option I** are expected to take at least five half-courses in History of Education. Completion of TPS1460 (History and Educational Research [RM]) is mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 - 27, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined

research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

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

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) 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 Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE. All Ed.D. students who began their program of study after July 1, 1992, are required to take a compre-hensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 161 - 164.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 21 - 27 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies
SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education
TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education
TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling
TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling
TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400 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.

TPS1401 The Origins of Modern Schooling II. Problems in 19th and 20th Century Educational History. Focus on Canada and the USA
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.

TPS1403 History of Education in Canada
A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).

TPS1405 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.

TPS 1401 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.

TPS 1401V Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.

TPS 14 The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.

TPS 14 V Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

TPS 1419 Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.

NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.

TPS 1420 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.

TPS 1422 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.

TPS 142 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 kids 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.

TPS 142 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.

TPS 142V The History of Gender and Education in Canada

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

C

TPS 142 History and Commemoration, Canada and Beyond, 1800s-1990s

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

C

TPS1428H 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.

TPS1429H 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.

TPS1430H Gendered Colonialisms• Imperialisms and Nationalisms in History

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

TPS1438H Popular Culture and the Social History of Education II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C ,

TPS1442H Individual Reading and Research in the History of Education, Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS1444H The Battle Over History Education in Canada

Canadians, like other peoples around the world, have witnessed a breakdown in consensus about what history should be taught in schools, and a heightened awareness of the political nature of deciding whose history is, or should be, taught. Debates about what to teach, and how, are appearing as strands within larger discussions about the social and political meaning and purposes of history, and 'historical consciousness' is emerging in a wide range of cultural activities, from visiting museums to watching the History Channel. Adults and children alike seem to be seeking answers to questions of identity, meaning, community and nation in their study of the past. Students in this course will explore through readings and seminar discussions some of the complex meanings that our society gives to historical knowledge, with particular emphasis on the current debates about history teaching in Canadian schools, and the political and ethical issues involved. This course was previously listed under TPS1461 - "Special Topics in History: History Wars: Issues in Canadian History Education".

TPS1V0H History and Educational Research   [

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

TPS1V0H 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.

TPS142   Education and Family Life in the Modern World II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS 1422H or permission of instructor.

TPS1428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.

TPS 1452 Individual Reading and Research in the History of Education, Doctoral Level
Description as for TPS 1452H.

TPS 1V Special Topics in History of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

TPS 3490 EdD Seminar in the History of Education
This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

TPS 349 EdD Seminar in the History of Education II
See description for course TPS 3490H.

TPS 9. Doctoral Practicum in the History of Education I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS 9 Doctoral Practicum in the History of Education II
See description for course TPS 3494H.

Other courses accepted for credit
The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education
TPS1801H The History of Higher Education in Canada: An Overview
TPS1820H The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H The Idea of the University and the College

Sociology and Equity Studies in Education
SES1904H Sociological Theory in Education
SES1983H Gender and Historical Sociology

Philosophy of Education Field

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor and Program Coordinator

Maureen Ford, Ph.D. (Toronto)
Assistant Professor

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning

John Portelli, Ph.D. (McGill)
Professor

Associated Instructors

Frank Cunningham, Ph.D. (Toronto)
Professor, Philosophy Department, University of Toronto
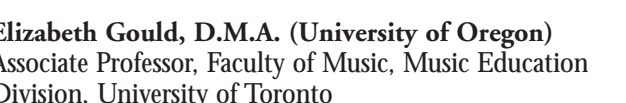
Elizabeth Gould, D.M.A. (University of Oregon)
Associate Professor, Faculty of Music, Music Education Division, University of Toronto

Kathryn Pauly Morgan, Ph.D. (Johns Hopkins)
Professor, Philosophy Department; Institute for Women's Studies and Gender Studies

Amy Mullin, Ph.D. (Yale)
Professor, Philosophy Department, University of Toronto
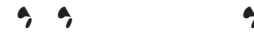
Jeff Stickney, Ph.D. (Toronto)
Philosophy of Education

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor, Curriculum Teaching and Learning

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor, Canada Research Chair, Sociology and Equity Studies

Professors Emeriti
Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)
Dwight Boyd (Harvard)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis. In addition to the Minimum Admission and Degree Requirements (pages 21 – 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Given the close relationship of History and Philosophy within our Program, Philosophy of Education students are encouraged to sample courses from the affiliate area. For example, History of Education students could sample Philosophy of Education course offerings.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option I** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option I** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) and TPS1419 (Historiography and the History of Education) are mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated.

Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

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

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480, Ed.D. Seminar in the Philosophy of Education: II, normally taken during the year of required full-time study, and TPS1440, An Introduction to Philosophy of Education, unless it or an equivalent has been taken previously). Also, TPS1419, Historiography and the History of Education is required (or an equivalent approved by the Program Coordinator). Two of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy may, upon approval, be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

aster of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. This degree requires completion of two core courses: TPS1440, Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken), and TPS1419H, Historiography and the History of Education (or an equivalent approved by the Program Coordinator). Two of the remaining five courses should should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 166 – 169.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 21 – 27 for admission and other degree requirements.)

octor of Fhilosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440, An Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken) and TPS1419, Historiography and the History of Education (or an equivalent approved by the Program Coordinator) are mandatory. Two of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 166 – 169.)

All Ph.D. candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

ourses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TFS . 2] no led e ind and Su ædctivity
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).

TFS .   Hreedom 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.

TFS .   emocracy and Education
The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

TFS . V odernity and Fostmodernity in Social Thou ht 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.

TFS . 8 emocratic Approaches to Feda o y

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

TFS . 9 Gender• Ethics• and Education Fhilosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

TFS . . 0 An Introduction to Fhilosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollenstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

TFS . . Fhilosophical imensions of oral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment-such as the conceptual dichotomies of "public/private", "the right/the good", "duty/virtue", etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.

TFS . . 2 ultural and acial ifference in Education Fhilosophical Ferspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.

TFS . . V The Teacher as Fhilosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

TFS . . Technolo y in Education Fhilosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

TPS 1453H Individual Reading and Research in the Philosophy of Education, Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS 1454V2 Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.

TPS 1455V 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.

TPS 1456 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.

TPS 1457 Research Seminar in Feminist Criticism and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts. The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.

TPS 1458V Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.

TPS 1460 Research Seminar in Moral Education, Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of instructor.

TPS 1461 Research Seminar in Moral Education, Part II

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

TPS 1462 Theories of Modernity and Education

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.

TPS 3453 Individual Reading and Research in the Philosophy of Education, Doctoral Level

Description as for TPS 1453H.

TPS 3455V Special Topics in Philosophy of Education

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

TPS 3480 EdD Seminar in the Philosophy of Education, I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

TPS 3481 EdD Seminar in the Philosophy of Education, II

See description for course TPS3480H.

TFS .8.␣␣ octoral Fracticum in the Fhilosophy of Edutation. I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TFS .8 ␣␣ octoral Fracticum in the Fhilosophy of Edutation. II
See description for course TPS 3484H.

Other courses accepted for credit
The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

⌐urriculum• Teachin. and .earnin.
CTL1032H Knowing and Teaching

Theory and Folicy Studies in Education (Educational Administration Fro.ram)
TPS1024H Critical Conversations: Philosophy,
             Educational Administration and Educational
             Policy Studies
TPS3055H Democratic Values, Student Engagement and
             Policy Studies

Collaborative Graduate Degree Programs

Aboriginal Health

The graduate units of Adult Education and Counselling Psychology, Anthropology, Geography, Nursing Science, Public Health Sciences, and Sociology and Equity Studies in Education; it is in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate department program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health: A personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Aboriginal Health" in addition to the degree from the OISE department.

Further information is available from:

TK Young
Department of Public Health Sciences
Telephone: 416-978-0298
E-mail: kue.young@utoronto.ca

Suzanne Stewart
Counselling Psychology Program
Telephone: 416-978-0723
Email: slstewart@oise.utoronto.ca

or

School of Graduate Studies Calendar 2007/2008, page 195.

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with M.A. and Ph.D. degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the *School of Graduate Studies Calendar*.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE department.

Further information is available from:

Susan Hall, Graduate Program Coordinator
Department of Adult Education and Counselling Psychology
Telephone: 416-978-0729
E-mail: shall@oise.utoronto.ca

Ken Mann, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2058
E-mail: chl.grad@utoronto.ca

Aging - Palliative and Supportive Care Across the Life Course

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.

Admission Requirements
Applicants must meet the minimum OISE requirements (see Minimum Admission and Degree Requirements section, pages 21 – 27), and the departmental requirements (as outlined on pages 35 – 64). Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course. See the *School of Graduate Studies Calendar* for more information.

Program Requirements
Individual student programs of study must meet the requirements of both AECP (as outlined on pages 35 – 64) and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the *School of Graduate Studies Calendar*. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging, palliative and supportive care across the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:
Adult Education and Community Development Program
Ardra Cole
Telephone: 416-978-0759
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-978-0722
E-mail: lstermac@oise.utoronto.ca

Aging - Palliative and Supportive Care Across the Life Course
Suite 106, 222 College Street
University of Toronto
Toronto, Ontario M5T 3J1
Telephone: 416-978-0377
Fax: 416-978-4771
Website: www.utoronto.ca/lifecourse/collaborative

Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

> Adult Education and Community Development (M.A. and M.Ed.) at OISE
> Counselling Psychology (M.Ed.) at OISE;
> Program in Planning (M.Sc.(Pl.)), in the Department of Geography;
> Public Health Sciences (M.H.Sc.) in the Faculty of Medicine;
> Faculty of Social Work (M.S.W.).

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," 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

Options

Adult Education and Counselling Psychology
AEC1102H Community Development: Innovative Models
AEC1104H Community Education and Organizing
AEC1289H Community Mental Health
AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
AEC3131H Special Topics: Citizenship Learning and Participatory Democracy

Planning
JPG1418 Rural Planning
JPG1421 Health in Urban Environments
JPG1507 The Geography of Housing and Housing Policy
JPG1508 Planning with the Urban Poor in Developing Countries
JPG1615 Planning & Financing the Social Economy
PLA1503 Planning and Social Policy

Public Health Sciences
CHL5112 Community Development in Health
CHL5801 Health Promotion

Social Work
SWK4210 Promoting Empowerment
SWK4422 Social Housing and Homelessness
SWK4568 Social Work with Immigrants and Refugees
SWK4651 Community Social Work Practice

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

Further information is available from the following three OISE faculty members in the Department of Adult Education and Counselling Psychology:

Jack Quarter
Telephone: 416-978-0820
E-mail: jquarter@oise.utoronto.ca

Suzanne NStewart
Telephone: 416-978-0723
E-mail: slstewart@oise.utoronto.ca

Daniel Schugurensky
Telephone: 416-978-0812
E-mail: dschugurensky@oise.utoronto.ca

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David Hulchanski • Collaborative Program Director
Faculty of Social Work and
the Centre for Urban and Community Studies
246 Bloor Street West
Toronto, Ontario
Telephone: 416-978-4093 Fax: 416-978-7162
Email: david.hulchanski@utoronto.ca

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From the Centre for Urban and Community Studies
Website:
**http://www.urbancentre.utoronto.ca/
communitydevelopment.html**

Comparative, International and Development Education

Program Director:
] Karen Mundy • Adult Education and Counselling
    Psychology; Comparative, International and
    Development Education Centre, 7th Floor, OISE

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

The Collaborative Program in Comparative, International
and Development Education (CIDE) provides the
opportunity for students enrolled in any of OISE's four
participating departments to receive a notation on their
transcript identifying their specialization in Comparative,
International and Development Education.

CIDE is one of the world's largest, most diverse and
dynamic graduate programs in the field of comparative
education. All CIDE students and faculty bring with
them extensive international experience. Faculty interests
span an exciting range of theoretical and practical issues –
from the study of ethnicity and identity to the issues of
globalization and global governance; from non-formal
learning and citizenship education, to concrete problems of
educational reform, social equality, language education,
conflict resolution and community development. We
approach these issues from a range of theoretical and
disciplinary frames that is unparalleled in other
comparative education programs. More traditional
sociological, historical and philosophical approaches are
taught alongside vibrant interpretations of feminist,
critical, post-structuralist and cultural theories.

In addition, CIDE students have access to courses and
professors with related geographic and thematic interests at
one of the world's pre-eminent research universities.
Students can take courses in political science, development
studies, international relations, feminist studies, sociology,
geography and beyond. The CIDE program is linked with
events and programs at the Munk Centre for International
Studies at the University of Toronto, where a vibrant
community of scholars and students interested in interna-
tional issues congregates.

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

The CIDE program is available to students enrolling in the
M.Ed., M.A., Ed.D. and Ph.D. degree programs in the
following departments:

Adult Education and Counselling Psychology
    Adult Education and Community Development
    Program

Curriculum, Teaching and Learning
    Curriculum Studies and Teacher Development
    Program
    Second Language Education Program

Sociology and Equity Studies in Education
    Sociology in Education Program

Theory and Policy Studies in Education
    Educational Administration Program
    Higher Education Program
    History and Philosophy of Education Program

Requirements
Applicants should apply to the appropriate degree program
in one (or more) of the collaborating departments, listed
above, that corresponds most closely to their general
background and interests.

In addition to meeting the minimum OISE admission
requirements (see Minimum Admission and Degree
requirements section in this *Bulletin*, pages 21 – 27), and
department requirements, applicants to this Collaborative
Program are ordinarily expected to have had at least one
year of international or cross-cultural experience.

Prospective applicants should review the detailed
information about the CIDE program available on the
CIDE Web page at **cide.oise.utoronto.ca**. You are
strongly advised to contact one of the core CIDE faculty
members in the department to which you are applying to
discuss your research interests and goals. A list of CIDE
core faculty members appears below. Their contact
information is available on the CIDE Web page.

Program Requirements

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

CIE1001H: Introduction to Comparative, International and Development Education
One other CIDE core course
Two other CIDE courses (core or specialization)
Regular participation in and attendance at the CIDEC Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
For Master's students, preparation of a thesis, Master's research paper or comprehensive paper (depending upon the requirements of the home department) which relates to and demonstrates Master's level understanding of the research/theory base of CIDE as certified by a participating faculty member in the home department.
For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below). They may also seek advice and information from the Comparative, International and Development Education Centre, **E mail cide oiseNutorontoNca•** and the CIDE Program Directors.

Core Participating Faculty:
S. Mojab, K. Mundy, D. Schugurensky (AECP);
K. Bickmore, A. Cumming, M. Evans, J. P. Farrell,
S. Niyozov (CTL); G. Sefa Dei, P. Olson (SESE);
S. Anderson, N. Basci, R. Hayhoe, J. Joshee (TPS)

A. Miles, K. Mirchandani, R. Ng, J. Quarter,
J. P. Restoule (AECP); J. Cummins, G. Feuerverger,
A. Gagné, D. Holland, D. Thiessen(CTL); K. Dehli,
M. Heller, D. Livingstone, A. Trotz, R. Walcott,
N. N. Wane (SESE); M. Boler, D. Haché, G. Jones,
D. Lang, B. Levin, D. Levine, C. Morgan, J. Portelli,
C. Sá (TPS); N. Labrie (OISE); K. Rankin (Geography, UofT); R. Sandbrook (Munk Centre, UofT)

Adjunct Faculty:
J. Balan, J. Knight, V. Masemann

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

Courses

NOTE: Not all courses are offered every year. Please consult the CIDE Course List at:
< cide.oise.utoronto.ca >

CIE or Joint Comparative Education Courses

CIE 001 Introduction to Comparative, International and Development Education
This course serves as the basic core course for the OISE graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. CIDE students only or by permission of instructor.

CIE 002 Practicum in Comparative, International and Development Education
The Practicum in Comparative, International and Development Education is intended to provide students with practical experience in policy or program development, planning or evaluation, and an opportunity to apply skills and knowledge gained from participation in the Comparative, International and Development Education Collaborative program. Students are responsible for finding their own practicum placement and professional mentor within a development NGO or other organization active in international education, such as an international program in a tertiary education or governmental setting. The course is guided by an OISE faculty supervisor.
NOTE: The Practicum in Comparative, International and Development Education form is available from the CIDE office, 7-107, or online at: **http://cide.oise.utoronto.ca**

CIE 003 Special Topics in Comparative, International and Development Education N
A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.

Collaborative Program Core Courses
AEC1114H Comparative and International Perspectives in Adult Education
AEC3104H Political Economy of Adult Education in Global Perspectives
AEC3131H Special Topics: Citizenship Learning and Participatory Democracy
AEC3179H Work, Technology and the Knowledge Economy
AEC3180H Global Governance and Educational Change
CIE1001H Introduction to Comparative, International and Development Education
CIE1002H Practicum in Comparative, International and Development Education

CIE1005H Special Topics in Comparative, International and Development Education
CTL1037H Comparative and Cross-cultural Perspectives
CTL1060H Education and Social Development
CTL1061H Comparative Education: The Development of Third World Education Systems
CTL1312H Democratic Citizenship Education
CTL1863H Controversial Issues in Development Education
CTL1864H Methodologies for Comparing Educational Systems [RM]
SES1924H Modernization, Development and Education in African Contexts
SES1927H Global Economic Restructuring – International Migration – Immigration Policies (Canada, US, Germany)
SES2999H Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
TPS1016H School Program Development and Implementation
TPS1019H Diversity and the Ethics of Educational Administration
TPS1807H Strategic and Long-range Planning for Postsecondary Systems
TPS1825H Comparative Education Theory and Methodology
TPS1826H Comparative Higher Education
TPS3810H International Academic Relations

Collaborative Program Specialization Courses
AEC1102H Community Development: Innovation Models
AEC1145H Participatory Research in the Community and the Workplace [RM]
AEC1146H Women, War and Learning
AEC1180H Aboriginal World Views: Implications for Education
AEC1181H Embodied Learning and the Qi Gong
AEC3103H Teaching about Global and Social Issues
AEC3119H Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3131H Special Topics: Popular Education: Comparative and International Perspectives
AEC3132H Special Topics in Women in Development and Community Transformation
AEC3138H Social Theories and Adult Education
AEC3140H Post-colonial Relations and Transformative Education
CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
CTL1318H Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)
CTL3008H Critical Pedagogy, Language and Cultural Diversity
CTL3015H Seminar in Second Language Literacy Education
CTL3018H Language, Planning and Policy
CTL3024H Second Language Teacher Education

JPE2408Y Political Economy of International Development
JPG1509H Gender Planning and International Development
SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
SES1922H Sociology of Race and Ethnicity
SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice
SES1956H Social Relations of Cultural Production in Education
SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education [RM]
SES3911H Cultural Knowledges, Representation and Colonial Education
SES3914H Anti-Colonial Thought and Pedagogical Challenges
SES3921H Language and Social Difference in Education: Comparative Perspectives
SES3933H Theorizing Transnationality: Feminist Perspectives
SES3942H Innovations in Education: A Comparative Analysis
SES3943H Sociology of State Formation and Genealogies of Government
SES3952H Sexism, Racism and Colonialism: Pedagogical Implications
TPS1020H Teachers and Educational Change
TPS1027H The Search for Educational Quality and Excellence in a Global Economy
TPS1029H Special Applications Of The Administrative Process: Improving Student Outcomes On A System Wide Scale
TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H The History of the Teaching Profession
TPS1420H European Popular Culture and the Social History of Education I
TPS1421H The History of Women and Education
TPS1422H Education and Family Life in the Modern World I
TPS1425H Class Formation and its Relation to the Schools
TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1447H Technology in Education: Philosophical Issues
TPS1448H Popular Culture and the Social History of Education II
TPS1803H Recurring Issues in Post-secondary Education
TPS1806H Systems of Higher Education
TPS1832H East Asian Higher Education
TPS2006H Educational Finance and the Economics of Education
TPS3020H Educational Change in the Post-Modern Age
TPS3017H Problems in the Finance and Economics of Education

TPS 3029H Special Topics in Educational Administration: Educational Policy Current International Trends
TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education
TPS3045H Educational Policy and Program Evaluation
TPS3423H Education and Family Life in the Modern World II
TPS3447H Theories of Modernity and Education I
TPS3806H Case Studies in Comparative Higher Education

A wide selection of additional courses is available across participating departments. See the various departmental pages or visit the CIDE Website for further information. <cide.oise.utoronto.ca>

Or

E-mail cide@oise.utoronto.ca

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the OISE Department of Human Development and Applied Psychology, and the Department of Psychology. See page 107 for further information.

NOTE. Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE department.

Further information is available from.
Marc Lewis
Telephone: 416-978-0938
E-mail: mlewis@oise.utoronto.ca

Environmental Studies

OISE and the University of Toronto Centre for Environment collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE) and is administered in the Departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include:

ENV1001H Environmental Decision Making (Core Course)
ENV1002H Case Studies in Canadian Environmental Policy Making
ENV1410H Analytical Environmental Chemistry
ENV1444H Capitalist Nature
ENV1701H Environmental Law
ENV1703H Water Resources Management
ENV1704H Risk Analysis and Management
ENV1705H Corporate Perspectives on the Environment
ENV1706H Natural Hazards and Natural Disasters
ENV1707H Environmental Finance and Sustainable Investing
ENV2000H Topics: Environmental Studies Independent Study
ENV2002H Special Topics: Environmental Studies
ENV2501H Pollution Prevention and Control
JEI1901H Technology, Society and the Environment
JGE1212H Fate of Contaminants in Land and Water
JGE1413H Workshop in Environmental Assessment
JGE1420H Urban Waste Management
JGN2607H Advanced Techniques in Hydrogeology
JNC2503H Environmental Pathways
JPV1201H Politics, Bureaucracy and the Environment
JVP2147H Environmental Philosophy
HIS1111H Topics in North American Environmental History
RLG2019H Religion and the Environment

At the master's level, the arrangement is for students to take one core and two elective, half-credit courses from the courses listed with the Centre for Environment. Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at OISE. These courses are to be approved through an Academic Advisor from one of the two participating OISE departments.

The doctoral program of study normally consists of eight half-courses. One core and one elective, half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder from the two participating OISE departments.

NOTE. Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE department.

Further information is available from.
Yennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-978-0784
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

Nina Bane
Sociology and Equity Studies
Telephone: 416-978-0446

Favel Fripa
Graduate Student Advisor
Centre for Environment, University of Toronto
Telephone: 416-978-3475

Knowledge Media Design (KMD)

Director: Jim Slotta (CTL)
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participate in the Knowledge Media Design (KMD) Collaborative Program. The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research. KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMDI Director. (See KMDI address.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Program Requirements

The Collaborative Program in Knowledge Media Design offers an interdisciplinary specialization to a regular departmental degree program. Students must satisfy the following requirements:

1. Students must meet all the requirements of their home department. The specialization in KMD cannot be conferred if the home unit degree has not been completed.

2. Masters students must successfully complete KMD1001H, KMD1002H and two half-course electives. At least one of these half-courses must be from the KMD 2001-2004 series. The other may be from a list of recognized departmental courses (KMD affiliate courses).

3. Collaborative program courses taken beyond KMD1001H and KMD1002H may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating departments individual program regulations.

4. Doctoral students are required to take KMD1001H and KMD1002H if not already taken in the masters program, one half-course from the KMD 2001-2004 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.

5. The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Further information is available from:
The School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The KMD Collaborative Program Office

Neuroscience (PIN)

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. 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.

Requirements

Admission to the program is open to all M.A. and Ph.D. students who are registered in the HDAP Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE department.

Degree Requirements

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the M.A. degree and at least one full course (or equivalent) for the Ph.D. degree from the list of courses approved by the Program in Neuroscience. HDP3286 (Developmental Neurobiology) is a half-course offered by HDAP that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

Further information is available from:
The School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The Program in Neuroscience Office

Graduate Collaborative Program in Neuroscience
Room 102, Tanz Neuroscience Building
6 Queen's Park Crescent
University of Toronto
Toronto, Ontario M5S 3H2
Telephone: 416-978-4894
Fax: 416-978-1878
E-mail: p.neuroscience@utoronto.ca
Website: **www.utoronto.ca/neurosci**

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 M.Ed., M.A., Ed.D. and Ph.D. degree programs.

Adult Education and Counselling Psychology
- Adult Education and Community Development
  (M.A., M.Ed., Ed.D, Ph.D.)
- Counselling Psychology
  (M.A., M.Ed., Ed.D., Ph.D.)

Curriculum, Teaching and Learning
- Curriculum Studies and Teacher Development
  (M.A., M.Ed., Ed.D., Ph.D.)
- Second Language Education (M.A., M.Ed., Ph.D.)

Sociology and Equity Studies in Education
- Sociology and Equity Studies
  (M.A., M.Ed., Ed.D., Ph.D.)

Theory and Policy Studies in Education
- Educational Administration
  (M.A., M.Ed., Ed.D., Ph.D.)
- Higher Education (M.A., M.Ed., Ed.D., Ph.D.)
- History and Philosophy of Education
  (M.A., M.Ed., Ed.D., Ph.D.)

The CWGS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women and gender studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The CWGS contributes to the development of an integrated research community in women and gender studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE home department and the CWGS.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the CWGS Graduate Coordinator. (See CWGS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women and Gender Studies " in addition to the degree from their OISE department.

Further information is available from:
The School of Graduate Studies Calendar
The student's OISE departmental Liaison Officer
The CWGS Program Office

Graduate Collaborative Program in Women and Gender Studies (GCWS)
Women and Gender Studies Institute (WGSI)
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: **www.utoronto.ca/wgsi**

Graduate Women's Studies Student Association (GWSSA)
The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning. For contact information for the current academic year's graduate student representatives, please call: 416-978-3668.

Interdepartmental esearch 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 the Application Admission Forms, as well as their Statement of Intent.

A ori inal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal Education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE.

Aboriginal perspectives form the basis of the research area which:

respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life

builds relationships connecting local Aboriginal/Indigenous communities with those around the world encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. 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 e site for detailsN**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Curriculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone, B. Burstow, A. Miles, J.P. Restoule, S.L. Stewart (AECP); M. Cannon J. Cummins, G. Sefa Dei, A. Gagne, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

urther information is availa le from
Jean-Paul Restoule, AECP
Telephone: 416-978-0806
Fax: 416-926-4749
E-mail: jrestoule@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Indigenous Education Network
Telephone: 416-978-0732
Fax: 416-926-4749
E-mail: inen@oise.utoronto.ca

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Aboriginal Studies (undergraduate degree)
Eileen Antone, Director
Telephone: 416-978-2232
Website: **www.utoronto.ca/abs**

First Nations House
Telephone: 416-978-8227
Website: **www.fnh.utoronto.ca**

Other web sites of interest

Aboriginal and Indigenous Studies in Education
www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network
www.oise.utoronto.ca/depts/aecp/ien.php

OISE Student Teachers Union First Nations Resources
www.oise.utoronto.ca/research/studentequity/
firstnationsresources.php

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education;

education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.
Faculty actively working in this research area are:
A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE)

Études francophones en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent Études francophones en éducation. Les cours qui sont offerts traitent du contexte de l'éducation francophone en milieu minoritaire et de la sociologie de l'éducation, plus largement, des politiques linguistiques, ainsi que de la construction des différences liées à langue, la race, l'ethnicité, le genre, la sexualité, les classes sociales, le handicap, et autres. Les cours se donnent principalement à distance et, à l'occasion, sur place.

The courses provide a focus on the study of the educational, social, and linguistic aspects of francophone life in Ontario, Canada, and around the world. Emphasis is placed on understanding scholastic and social inequalities and the construction of differences through language, race, class, gender, sexuality and disability.
Faculty actively working in this research area are: D. Farmer, H. Heller (SESE); D. Gérin-Lajoie, N. Labrie (CTL).

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
André Tremblay
Lieu : 252, rue Bloor Ouest, bureau 6-104
Téléphone : 416-978-1997
Télécopieur : 416-926-4714
Courriel : atremblay@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

Sociology and Equity Studies in Education
• Sociology in Education

Theory and Policy Studies in Education
• Educational Administration
• Higher Education
• History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE Education Commons (Library) and in the Women's Educational Resource Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1951, SES1953, SES1982, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

Further information is available from:
CWSE Office
Telephone: 416-978-2080
E-mail: cwse@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**

Angela Miles, Head of CWSE
Telephone: 416-978-0809
E-mail: amiles@oise.utoronto.ca

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and T. Goldstein (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Education and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include:
M. Laiken, K. Mirchandani, S. Mojab, R. Ng and
J. Quarter (AECP); S. Acker, N. Bélanger, K. Dehli,
G. Sefa Dei, Margrit Eichler, R.B. Folson, D. Livingstone,
P. Olson, P. Sawchuk, W. Seccombe, N.N. Wane and
T. Zoric (SESE)

Further information is available from:
Peter Sawchuk (SESE)
Telephone: 416-978-0608
Fax: 416-926-4751
E-mail: psawchuk@oise.utoronto.ca

or

Jack Quarter (AECP)
Telephone: 416-978-0820
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and
sociocultural cognitive and linguistic relations important in
understanding and participating in the notational systems
of modern society. This research area is concerned with
the forms of thinking and the forms of social action that
literacy makes possible, and that make literacy possible, in
school and societal settings.

Research interests pursued within this area include:
literacy, language and learning; literacy and the structure of
competence; literacy and knowledge-building; literacy and
political formations; the development of oral language
proficiency and its relation to literacy development in
monolingual and multicultural/multiethnic contexts;
assessment of literacy; the social contexts of adult literacy;
culture, context, and second-language learning; literature
and literacy; literate computer environments; literacy and
gender; social literacies; the sociocultural organization of
literacy events; and critical literacy. Students are
encouraged to refer to program requirements in their home
department.

Faculty involved in teaching and research on literacy
include: E. Antone, N. Jackson and D. Schugurensky
(AECP); G. Allen, D. Booth, L. Cameron, A. Cumming,
J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan,
S. Peterson, M. Scardamalia and P. Trifonas CTL);
C. Bereiter, E. Geva, and D.M. Willows (HDAP); N.
Bélanger and M. Heller (SESE).

Further information is available from:
N. Jackson (AECP), A. Cumming (CTL) or E. Geva
(HDAP); and M. Boler (TPS).

Transformative Learning

The Transformative Learning interdepartmental research
area involves faculty and students from OISE departments
who are taking an interdisciplinary approach to global
ecological and social issues as they relate to education. In
both master's and doctoral programs students can
specialize in global issues while also registered in one of the
following departments:

**Adult Education• and Counselling Psychology
Curriculum• Teaching and Learning
Sociology and Equity Studies in Education
Theory and Policy Studies in Education**

This research area is grounded in the assumption that the
pressing global concerns of today cannot be understood
through a conventional paradigm or through a single
disciplinary approach. It integrates such areas as ecology,
peace studies, anti-racist education, social justice issues,
development studies, indigenous knowledge, native studies,
religious studies, world-views and ways of life, social
economy, theory of democracy, adult education and social
change, participatory research, popular education,
feminism, reproductive technologies, alternative futures,
international migration, multiculturalism, popular culture,
and family change.

Through the research area its members have links with the
International Institute for Global Education, the Faculty of
Environmental Studies at York University, the Nicaraguan
Institute of Popular Education and Research (INIES), the
Global Education Project of the Ontario Teachers'
Federation, and a variety of community-based organi-
zations.

Faculty involved in the Transformative Learning research
area include: B. Burstow, A. Goodman, A.R. Miles,
S. Mojab, R. Ng, J. Quarter and J. Sumner (AECP);
J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler,
D. Livingstone, N.N. Wane (SESE); and M. Boler (TPS).

Courses which focus on the Transformative Learning
research area include: AEC1131, AEC1143, AEC1146,
AEC1148, and AEC3119; CTL1110, CTL1207,
SES1900, SES1903, SES1909, SES1920, SES1921,
SES1922, SES1924, and SES2914; TPS1405, TPS1420,
TPS1422, TPS1428, TPS1429, TPS1436, TPS1447,
TPS4323, and TPS3428.

Further information is available from:
Anne Goodman
Telephone: 416-978-0784
E-mail: agoodman@oise.utoronto.ca

or

Daniel Schugurensky
Telephone: 416-978-0812
E-mail: dschugurensky@oise.utoronto.ca

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE involves faculty and students from the Departments of Adult Education and Counselling Psychology, Curriculum Teaching and Learning, Sociology and Equity Studies in Education, and Theory and Policy Studies in Education. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE and at other departments of the university in the areas of women's/feminist studies. The bases for this research area include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, the journal *Resources for Feminist Research*, and the Centre for Women's Studies in Education (CWSE) which has a strong and active research program.

NOTE: There is also a university wide Collaborative Graduate Program in Women and Gender Studies (CWGS). (See page 178)

Faculty who participate in the Women's Studies/Feminist Studies interdepartmental research area include:
J. Gaskell (Dean); B. Burstow, A. Cole, A. Goodman, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECP); K. Bickmore, M. J. Botelho, L. Cameron, K. Cooper, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, M. Eichler, D. Farmer, H. Lenskyj, S. Razack, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available on the CWSE website at: **http://www.oise.utoronto.ca/cwse/handbook%202007-8.pdf**

Further information is available from:
The CWSE Office
Telephone: 416-978-2080
E-mail: cwse@oise.utoronto.ca
Website: **www1.oise.utoronto.ca/cwse**

Angela Miles, Head of CWSE
Telephone: 416-978-0809
E-mail: amiles@oise.utoronto.ca

esearch 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 In uiry, Or it, Resources for eminist Research ocumentation sur la recherch/ f/ministe*), in international journals or in other publications. OISE Research Reports can be found in the OISE Education Commons Library.

esearch and evelopment entres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

entre for Applied o nitive Science (A S)

ead Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-978-1070

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related

research programs, including the National Centre of Excellence Program on Telelearning, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

entre for Franco Ontarian Studies (EFO)

ead Diane Farmer
Department: SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-978-1978
Fax: 416-926-4714
E-mail: dfarmer@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the educational, social, and linguistic aspects of Francophones in a minority setting, with an emphasis on the processes that create social differ-entiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, schooling in a minority setting, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-facetted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

entre de recherches en 'ducation franco ontarienne (EHO)

irectrice : Diane Farmer
Département : SESE
Téléphone : 416-978-1978
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques éducatives et sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à l'expérience scolaire, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.
En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

entre for Inte rative Anti acism Studies (IA S)

ead : Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-978-0797
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view,

education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

entre for edia and ulture in Education (E)

ead : Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-978-0445
Website: cmce.oise.utoronto.ca

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual represen-tation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisci-plinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE.

OISE faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for Studies in Science, Mathematics and Technology Education

Head: Erminia Pedretti
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-978-0079
E-mail: epedretti@oise.utoronto.ca
Website: smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The Centre for Studies in Science, Mathematics and Technology Education was established in 1999 in the Department of Curriculum, Teaching and Learning. Our mission is to have immediate and significant impact on science, mathematics and technology education with a focus on equity and diversity issues in Ontario, Canada and internationally. As a group of scholars and practitioners, we are committed to public literacy and education that meets the needs and interests of all students. The Centre provides a stimulating research community that honours theory and practice by: engaging in collaborative research and curriculum development; offering enriched graduate, pre-service and in-service programs; fostering outreach with the wider community; and disseminating best practices, resources, curricula and research findings.

In furthering our commitment to mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the *Canadian Journal of Science, Mathematics and Technology Education*).

Centre for the Study of Education and Work (CSEW)

Head: Peter Sawchuk
Coordinator: D'Arcy Martin
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-978-0518
E-mail: psawchuk@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 181.

Centre for the Study of Students in Postsecondary Education

Head: Tony Chambers
Department: TPS
Location: 252 Bloor Street West, 6th Floor
Telephone: 416-978-1235

As the only research entity in Canada with a structured research focus on the study of students' postsecondary experience and related outcomes, the CSS is filling a unique and timely role. Through their research in the Centre for the Study of Students, faculty and students will make substantial contributions to conversations and decision processes regarding student learning and development, as well as to the growing body of knowledge about postsecondary education's impact and outcomes. Through the programs and services offered by the Centre, members of the broader U of T campus, and beyond, will develop a better understanding of the issues and factors contributing to student learning and development in postsecondary education.

Centre for Teacher Development

Head: Clare Kosnik
Department: CTL
Location: 252 Bloor Street West, Room 10-156
Telephone: 416-978-0227

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research; arts-based inquiry and other traditions of qualitative and quantitative research.

The Centre for Urban Schooling
Academic Director: Kathleen Gallagher
Executive Director: Jeff Kugler
Department: CTL
Location: 252 Bloor Street West, Room 10-112
Telephone: 416-978-0146
Website: **www.cus.oise.utoronto.ca**

The Centre for Urban Schooling is a Centre in the Department of Curriculum Teaching and Learning. The Centre has its focus on supporting Urban/Inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in the Inner City must be guided by a social justice and equity seeking perspective.

The Centre is currently involved in a number of partnerships with school boards such as The Inner City Model Schools initiative of the Toronto District School Board (TDSB). In September 2007 an Urban Education M.Ed. cohort jointly sponsored by SESE, CTL, and TPS began. In initial teacher education, the Centre is connected to the work of the Elementary Inner City Option and the new Secondary Program: Inner City Education.

Centre for Women's Studies In Education (CWSE)
Head: Angela Miles
Location: 252 Bloor Street West, Room 2-225
Telephone: 416-978-2080
E-mail: cwse@oise.utoronto.ca
Website: **www.oise.utoronto.ca/cwse**

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international human rights institute, "Women's Human Rights: Building a Peaceful World in an Era of Globalization." Recent and current projects include: the Women's Educational Resource Collection; the periodical

English-Language Education Expert Panel of the Ontario Government's Domestic Violence Action Plan; Anti-Globalization and the Global Feminist Movement; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10-18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education; Professional Women Historians in Canada; Canadian Women's Issues; Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses; Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitorship in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE in this and related areas. Speaker series, include the Popular Feminism lecture series, feature speakers from inside and outside OISE, and brown-bag seminars feature visiting scholars, OISE students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE.

A complete list of OISE's feminist courses is available from the Centre Website, as is a list of feminist faculty of CWSE, and CWSE publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies (page 183) in the Interdepartmental Research Areas section; the Graduate Collaborative Program in Women and Gender Studies (page 178); and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 123).

Comparative, International, and Development Education Centre (CIDEC)
Director: Karen Mundy
Department: AECP
Location: 252 Bloor Street West, Room 7-190
Telephone: 416-978-0892
E-mail: cide@oise.utoronto.ca
Website: **cide.oise.utoronto.ca**

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 AECP department. The centre is staffed by an administrative officer and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

Please see pages 173-176 for more information.

The rN NGN N aidlx entre ( )

irector Kang Lee
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4597
Website: **www.oise.utoronto.ca/ics/**

The Centre is funded by a generous endowment from the Laidlaw Foundation. It is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and special education. A second thematic area is early childhood development and integrated community-school supports for children and families. A third thematic area is socio-cognitive development with a focus on the development of children's developing understanding of intentionality and morality.

Research at the center is currently supported by a variety of funding agencies such as the Social Science and Humanities Research Council of Canada, Natural Science and Engineering Research Council of Canada, the National Institute of Health of US, Ontario Neurotrauma Foundation, Ontario Ministry of Education, and Canadian Foundation for Innovation. Research is also supported by collaboration among faculty, graduate students, and 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 profes-sional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Institute for] nα led e Innovation and Technolo y (I] IT)

ead Marlene Scardamalia
Department: CTL
Location: 9-130
Telephone: 416-978-0370
Website: **www.ikit.org**

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. IKIT conducts research, develops technology, and helps build communities to advance beyond "best practice" in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in IKIT's worldwide Knowledge Society Network.

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ead Alister Cumming
Administrative Assistant: Michelle Pon
Department: CTL
Location: 252 Bloor Street West, Room 10-244
Telephone: 416-978-0276
Website: **www.oise.utoronto.ca/MLC/**

The Centre is 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 earnin entre (T)

eads Anne Goodman and Daniel Schugurensky
Department: AECP
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-978-0784
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. It looks at ways of combining innovative practices, new knowledges, and alternative strategies for personal and social transformation. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn from one another within our different environments". (Hall and Sullivan, 1994)

O æctives
1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education

4) to provide a means for faculty and student partici-pation in specific national and international policy networks requiring membership from a joint community-university base

5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education courses, and to research and development through local research projects.

The activities of the Field Centres are determined collabo-ratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the two OISE Field Centres.

Wayne Seller
Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
E-mail: wseller@oise.utoronto.ca
Website: **www.oise.utoronto.ca/field-centres**

Northwestern Centre
Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre
1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid.

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, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

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

M.Ed. 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 candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

Calculation of Fees

At the time of publication of this *Bulletin* the fees schedule for 2008/2009 is not available. In the 2007/2008 academic year, the **one year full time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	$5,886.00
M.Ed., M.A.(T.) & M.T.	$7,286.00
M.A. (Child Study and Education)	$7,286.00
Ed.D.	$6,884.00

International Students

M.A. & Ph.D.	$13,230.00
M.Ed., M.A.(T.), M.T., M.A.(CSE)	$17,640.00
Ed.D.	$17,640.00

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.

Ed.D. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

a six or eight half course program
the minimum program fee is equivalent to the one-year full-time Academic Fee.

a ten half course program
the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.

a twelve to sixteen half course program
the minimum 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 Ph.D. 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 Ed.D. and Ph.D. 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. Flexible-time Ph.D. students are not eligible for the pro-rated fee.

Summer Students
Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

Special Students
Full time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2007/2008 academic year the Academic Fee for a half-course was $1,092.90 (International Students, $2,646).

International Student Fees
In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that

applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $18,000 plus tuition fees for a minimum total of approximately $31,640.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2007/2008 the cost for twelve months was $756 for a single student, $2,052 for a family of two, and $3,348 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: **www.uhip.ca**

Late Payment Fees
A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment
The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees
Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2007/2008 academic year the minimum charge was $189.

Service Charges
All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2007/2008 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation
Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and

Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

Statements of results and/or official transcripts of record will not be issued.
Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at www.oise.utoronto.ca/studentservices. 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.

Unless stated otherwise, all values listed in this section relate to the 2007/2008 academic year.

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 2007 to April 2008, a Graduate Assistantship had a value of $10,886 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by the Guaranteed Minimum Funding need not apply for a Graduate Assistantship. Students receiving the Guaranteed Funding 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 from:
www.oise.utoronto.ca/studentservices/ financialinfo/gradasst.php

Applicants to a non-guaranteed funded degree program and students continuing in a non-guaranteed funded degree program must submit two copies of their completed Graduate Assistantship application to the Student Services Office, 8th floor, OISE by December 1, 2008.

OISE Graduate Student Guaranteed Funding Package

OISE will provide a funding package to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the Ph.D. program (excluding the Flexible-time Ph.D.).

The funding package valued at $13,000 plus the cost of tuition and incidental fees, and in the case of international students, single coverage UHIP (University Health Insurance Plan), and is guaranteed subject to the conditions of the Funding Package. This Funding Package will be comprised of external scholarship, 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 Guaranteed Funding Package. Complete details regarding these conditions and procedures can be found on the Students Services website at:
www.oise.utoronto.ca/studentservices/ financialinfo/minfund.php

NOTE: Students in years one and two of the M.A. in the School and Clinical Child Psychology (SCCP) program in the Department of Human Development and Applied Psychology may receive guaranteed funding for both years of the M.A., but are then eligible for guaranteed funding in years one to three only of their Ph.D. 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 Scholarship for Aboriginal 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 forms are available from:
www.oise.utoronto.ca/studentservices
or
from the OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Application deadline is January 15. An outline of the applicant's financial position must be included.

Betty McShull Memorial Fellowship

The fellowship, with a value of $800, is to be awarded to an applicant who resides in Canada, and is 25 years of age or older; holds a bachelor's degree from an accredited university and acceptable under OISE's admission policy; was in full-time paid employment for at least two continuous years prior to enrolment at OISE; and is in need of financial assistance.

Application forms are available from:
OISE Student Services, 8th floor,
252 Bloor Street West, Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE Education Commons and the U. of T. Robarts Library.

The essay must be submitted by February 28 to:
Mary MacDonell
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Application deadline is January 31. An outline of the applicant's financial position must be included.

Christopher Farmer Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE) 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.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

OSOTF - Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community.

Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

The following two awards were established in memory of Robert Seth Kingsley who was a student in the Institute of Child Study Laboratory School. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study, 45 Walmer Road, Toronto, Ontario M5R 2X2.

Robert Seth Kingsley Entrance Award - MA in Child Study & Education

This entrance award is a minimum of $500 and is available for one or two excellent applicants to the MA program in Child Study & Education. Please indicate your special education interests in your Letter of Intent when applying to the program. Consideration for this award will be on financial need, as well as, a strong interest in special education. For purposes of financial need assessment, please indicate if you will be receiving OSAP.

Robert Seth Kinsley Graduate Student Fellowships

A minimum of $500 is to be awarded to one or two students in the M.A program in Child Study and Education or the M.A./M.Ed program in Developmental Psychology and Education. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice.

The ICS Child Maltreatment Prevention Award

To be given to a student at the Institute of Child Study in special recognition of their significant contribution to the prevention of all forms of child maltreament through research or practice. The amount of the award is up to $100.00. Financial need will also be considered.

Applications and/or nomination forms are available from the ICS Program Secretary who will receive submissions up to April 30th.

Institute of Child Study
45 Walmer Road, Room 225
Toronto, Ontario M5R 2X2
416-934-4525

Keith McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE by March 15.

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards are for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of $15,000 in 2007/2008.

Application forms are available from:
osap.gov.on.ca
a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually early October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.
b) For prospective full-time graduate students: Applications should be submitted to the Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities, usually mid-November.

Social Sciences and Humanities Research Council of Canada Doctoral Fellowships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of $20,000 in 2007/2008. Scholarships of $35,000 are also available to students with high academic merit.

Application forms are available at: www.sshrc.ca
a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually early October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year, and must be submitted directly to the Council.

Ontario English Catholic Teachers Association (OECTA) Scholarships and Fellowships (up to $10,000)

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers fellowships for Religious Studies and for Labour Studies up to $10,000 each (graduate or undergraduate). Bursaries of up to $1,000 are also available. These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493

Applications must be submitted by April 1.

The William Faxenham Fellowships:
Two Awards - $5,000 Each
Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Applications must be submitted by March 15.

Ontario Secondary School Teachers Federation (OSSTF) Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:
Bill Reith
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300

Applications must be submitted by January 31.

OISE Bursary
The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: **www.oise.utoronto.ca/studentservices**

Emergency Student Loans
OISE has a small short-term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE.

Emergency Assistance – International Students
To be approved for study in Canada, international students must show they have sufficient financial resources to meet their needs. Although not eligible for general bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated nature. Applications are available in OISE Student Services, 8th Floor, Rm 8-225 or may be downloaded from the Student Services Website:
www.oise.utoronto.ca/studentservices

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *Intuit.*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU).

OISE Student Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact. Office of Development and Alumni Affairs
Location. 252 Bloor Street West, Room 12-101
Telephone. 416-978-1126

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:
A specialized collection in the field of education including:
- Extensive reference materials
- Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
- Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
- Materials on teaching the theory and methodology of curriculum from preschool through adult levels

- School board curriculum materials, textbooks and content resources used in Ontario schools
- A representative collection of children's literature
- A varied and extensive collection of computer software, videotapes, and other multimedia materials

A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System

A wide range of Internet resources including remote library catalogues

Reference assistance in accessing information on courses and research assignments

Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources

Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic

Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the Websites listed below:

Education Commons
Telephone. 416-978-2760
Web site. www.oise.utoronto.ca/ec

Library
Telephones.
Circulation Desk: 416-978-1850
Reference Desk: 416-978-1860
Web site. www.oise.utoronto.ca/ec/library

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE is the official graduate student government at OISE and is affiliated with the Graduate Students' Union of the university. All OISE graduate students are members of the GSA. It is an advocacy group which lobbies on

behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-978-2421
E mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self-determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-978-0806

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.

In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-978-2423
E mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor
Telephone: 416-978-0027
Fax: 416-926-4725
E mail: rrakoff@oise.utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Carole Umana
Location: 252 Bloor Street West, Room 8-225
Telephone: 416-978-2277
Fax: 416-926-4706
E mail: stuserv@oise.utoronto.ca
Web site: www.oise.utoronto.ca/studentservices

University-wide Student Services and Facilities

Aboriginal Student Services and Programs — First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Web site: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2008/2009, excluding tuition:

Accommodation	$7,200
Books/Supplies	1,000
Clothing	650
Food	3,800
Health insurance (UHIP) (international students)	756
Local transportation	1,200
Miscellaneous	3,600
TOTAL	**$18,906**

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Avenue, Room 325
Telephone: 416-978-1259
Fax: 416-971-2289
Web site: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters 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
Web site: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Fax: 416-946-8296
Web site: www.communitysafety.utoronto.ca

Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
TNNN 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Web site: www.studentlife.utoronto.ca/accessibility.htm

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Web site: www.familycare.utoronto.ca/fmcmain.html

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Telephone: 416-978-2452
E-mail: hallporters.harthouse@utoronto.ca
Web site: www.harthouse.utoronto.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc.

The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.library.utoronto.ca/isc/>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street, Second Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Web site: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, Second Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Web site: eir.library.utoronto.ca/StudentHousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Web site: www.isc.utoronto.ca

Lesbian• Gay• Bisexual• Transgendered• Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students,

employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as hetero-sexuals.

Location: 21 Sussex Avenue, Suite 416 and 417
Telephone: 416-946-5624
Fax: 416-946-7745
E mail: j.tate@utoronto.ca
Web site: www.lgbtq.utoronto.ca

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 crates 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: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Web site: 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 identifi-cation and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall Room 109B, 27 King's College Circle
Telephone: 416-978-2196
Fax: 416-971-2295
E mail: status.women@utoronto.ca
Web site: status-women.utoronto.ca

Policies and Regulations

NOTE. Students should consult the 2008/2009 *School of Graduate Studies Calendar* when it becomes available, or visit the Website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto (see also page 5 in this *Bulletin*):

> Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
> Code of Student Conduct
> Intellectual Property
> Research Ethics
> Thesis Supervision

Grading Practices

The OISE Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enroll in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal through the School of Graduate Studies, Graduate Academic Appeals Board.

    Any student whose work is judged to be unsatisfactory by OISE may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A**, **B** and **H**, which have the following meanings:
    - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
    - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
    - **H**: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using and to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE. Such courses must have the prior approval of OISE and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC - Incomplete. Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). INC carries no credit for the course and is not considered for averaging purposes.

IF In Progress. Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrollment period. **IF** carries no credit for the course and is not considered for averaging purposes.

SDF Standing Deferred. Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

TRF Program Transfer. Assigned by the School of Graduate Studies to a continuing research/seminar course begun but not completed in the first program and not required in the new program to which the student has been officially transferred.

WDR Withdrawal without academic penalty. Assigned by a graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

EXT Exemption. Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE. An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter.

2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE Department Academic Appeals Committee, using the Notice of Appeal Form.

3. If a satisfactory resolution at this level cannot be found, further appeals may be made to the School of Graduate Studies, Graduate Academic Appeals Board no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.

4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Detailed information on the appeals procedures is available from the OISE Registrar's Office, Graduate Studies Registration Unit, or from a department chair, *the School of Graduate Studies Calendar* or from the SGS Website **< www.sgs.utoronto.ca >**.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone: 416-978-4874
Fax: 416-978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment). See also page 192.

Statements of results and/or official transcripts of record will not be issued.

Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees.

Official Correspondence with Students

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

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

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

University Rights and Responsibilities Regarding Official Correspondence

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

Students Rights and Responsibilities Regarding Retrieval of Official Correspondence

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

Academic Staff
(as of Yanuary 2008)

Please consult individual departmental sections for academic details and interests of staff: AECP (page 35); CTL (page 65); HDAP (page 98); SESE (page 120); TPS (page 135).

Acker, Sandra, SESE, TPS
Aitken, Johan L., CTL
Alexander, Jacqui, SESE
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
Arnold, Mary Louise, HDAP
Astington, Janet, W., HDAP

Bascia, Nina, TPS
Beattie, Mary, CTL
Beck, Clive M., CTL
Bencze, John Lawrence, CTL
Bennett, Barrie, CTL
Bereiter, Carl, HDAP
Bickmore, Kathy, CTL
Biemiller, Andrew, HDAP
Bloom, Daina, HDAP
Bogdan, Deanne, TPS
Boler, Megan, TPS
Booth, David, CTL
Borel, Lennox, AECP
Botelho, Maria José, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brett, Clare, CTL
Broad, Kathy, CTL
Burns, Bernie, AECP
Burstow, Bonnie, AECP

Cameron, Linda, CTL
Campbell, C. Elizabeth, CTL
Cannon, Martin, SESE
Cassie, J.R. Bruce, AECP
Chambers, Anthony, TPS
Chen, Charles P., AECP
Chen-Bumgardner, Xi, HDAP
Childs, Ruth A., HDAP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Comay, Julie, HDAP
Conle, Carola, CTL

Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Corney, Bob, AECP
Corter, Carl, HDAP
Crook, Bonnie, HDAP
Cumming, Alister, CTL
Cummins, James P., CTL

Darroch-Lozowski, Vivian, CTL
Davie, Lynn E., CTL
Davis, John E., TPS
De Angelis, Michael, TPS
Dehli, Kari, SESE
Dennis, Madeline, AECP
Dietsche, Peter, TPS
Diamond, C. T. Patrick, CTL
Donahue, Zoe, HDAP
Ducharme, Joseph, HDAP
Dunlop-Robertson, Lorayne, TPS
Durand, Christel, HDAP

Edwards, Connie, TPS
Eichler, Margrit, SESE
Esmonde, Indigo, CTL
Evans, D. Mark, CTL

Harmer, Diane, SESE
Farrell, Joseph P., AECP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Flessa, Joseph, TPS
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fraser, Don, CTL
Frenette, Normand J., CTL
Fullan, Michael, SESE

Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Garth, David, CTL
Gaztambide-Fernández, Rubén, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillis, J. Roy, AECP
Gini-Newman, Garfield, CTL
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Goodman, Anne, AECP

Goorevich, Kelly, HDAP
Guttman, Mary Alice Julius, AECP

Haché, Denis, TPS
Halewood, Cindy, HDAP
Hanna, Gila, CTL
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hayhoe, Ruth E. S., TPS
Heller, Monica, SESE
Hersen, Russ, HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, TPS
Hodson, Derek, CTL
Hong, Guanglei, HDAP
Hunt, David, AECP
Hyman, Avi, TPS

Jackson, Nancy S. AECP
Jang, Eunice, CTL
Jenkins, Jenny, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Joshee, Reva, TPS

Katz, Steven, HDAP
Kelly, Brendan, CTL
Kerekes, Julie, CTL
Kilbourn, Brent S., CTL, TPS
Kimel, Judith, HDAP
Kluger, Ronna, HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL

Labrie, Normand, CTL
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lancaster, Ron, CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
Lee, Kang, HDAP
Leithwood, Kenneth A., TPS
Lenskyj, Helen, SESE
L'Espérance, Norah, HDAP
Levin, Benjamin, TPS
Levine, David, TPS
Lewis, Marc, HDAP
Liddle, Becky, AECP
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
Lordan, Meredith, TPS
Lott, Heather, HDAP

Mady, Callie, TPS
Magnusson, Jamie-Lynn, TPS
Maloney, Larry, AECP
Marks-Krpan, Catherine, CTL
Martinussen, Rhonda, HDAP
Mascall, Blair, TPS
McBride, Hazel (HDAP)
McCready, Lance, CTL
McDougall, Douglas E., CTL
McKitrick, Sara, AECP
McLean, Leslie D., CTL
McLean, Robert S., CTL
McLeod, Keith, AECP
Messina, Richard, HDAP
Miezitis, Solveiga, AECP, HDAP
Miles, Angela R., AECP
Miller, Jack, CTL
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECP
Montemurro, David, CTL
Moodley, Roy, AECP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Mundy, Karen, AECP
Murray, Sarah, HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzumdar, Pria, HDAP
Muzzin, Linda, TPS

Nagy, Philip, CTL
Neilson, Alison, TPS
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL
Nishisato, Shizuhiko, CTL
Niyozov, Sarfaroz, CTL

Oatley, Keith, HDAP
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP

Padro, Susan, TPS
Pascal, Charles, TPS
Pedretti, Erminia, CTL
Peebles, Benjamin, HDAP
Pelletier, Janette, HDAP
Perlman, Michal, HDAP
Peskin, Joan, HDAP
Peterson-Badali, Michele, HDAP
Pierson, Ruth Roach, SESE, TPS
Pinto, Laura, AECP
Piran, Niva, AECP
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS

Quarter, Jack, AECP, SESE

Randall, A., HDAP
Raun, Krista, HDAP
Razack, Sherene H., SESE
Restoule, Jean-Paul, AECP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rose, Leslie, CTL
Ross, John A., CTL
Rusak, Stephen T., TPS
Ryan, James J., TPS

Sá, Creso, TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, CTL
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, Suzanne, HDAP
Scott, Katreena, HDAP
Sefa Dei, George J., SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simon, Roger I., SESE
Skolnik, Michael L., TPS
Slotta, Jim, CTL
Smith, Dorothy E., SESE
Smith, Renee, HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stagg Peterson, Shelley, CTL
Stanovich, Keith E., CTL, HDAP
Stephenson, Carol, HDAP
Stermac, Lana, AECP
Stevens, R., HDAP
Stewart, Suzanne, AECP
Stewart Rose, Leslie, CTL
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Sykes, Heather, CTL

Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Titchkosky, Tanya, SESE
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE

Viswanathan, Usha, TPS
Volpe, Richard, HDAP

Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wallace, John, CTL
Wane, Njoki Nathani, SESE
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilkinson, Joyce A., CTL
Willows, Dale M., HDAP
Wolfe, Elgin, CTL
Wolfe, Richard G., HDAP
Woodruff, Earl, HDAP

Zoric, Terezia, SESE
Zuker, Marvin A., TPS

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