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Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain respon-

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 ifrom OISE,

School of Graduate Studies

Michael Marrus, Ph.D.

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP and HDAP)

Linda Pereira
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

Advisory Board (as of September 2003)

• Representatives of Teacher Organizations

Ruth Baumann
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontarier 2003)

2004

January 5	Lectures begin for the 2004 Winter Session
January 9	Deadline for registration for students beginning their programs in the 2004 Winter Session. After this date a late registration fee will be charged
January 9	Final date to request a deferral of admission from the 2004 Winter Session to the 2005 Winter Session
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	Grade submission date for the 2003 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 16	

March 5   **Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 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 5   **Final date for Special Students to submit application forms with all pertinent documentation for application to 2004 Summer Session, first term**

March 15-19

2004 continued

May 16	Deadline for SDF designation for 2003 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 24	Victoria Day (University closed)
June 2	June Convocation - M.A., Ph.D. (2:30 pm)
June 3	June Convocation - M.Ed., Ed.D. (2:30 pm)
June 4	Deadline for dropping 2004 Summer Session, first term courses
June 9	Deadline for adding 2004 Summer Session, second term courses without instructor's approval. After this date, instructor's approval at the beginning of classes is required
June 14	Last day of 2004 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 2004 Summer Session, second term courses
June 18	June Convocation - M.A.(T), M.T. (10:00 am)
July 1	Canada Day (University closed)
July 2	University closed
July 5	Lectures begin for the 2004 Summer Session, second term
July 5	Deadline for M.Ed., M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in the Fall if all degree requirements will be completed in the 2004 Summer Session
July 9	Deadline for registration, without late fee, for 2004 Summer Session, second term
July 9	Deadline for dropping 2004 Summer Session, May to August courses
July 9	Final date to request a deferral of admission from the 2004 Summer Session to the 2005 Summer Session
July 16	Deadline for adding 2004 Summer Session, second term courses
July 30	Deadline for dropping 2004 Summer Session, second term courses
July 30	Grade submission date for 2004 Summer Session, first term courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
July 31	Deadline for adding 2004 Fall Session and full-year courses, without instructor's approval. After this date, instructor's approval at the beginning of classes is required
August 2	Civic Holiday (University closed)
August 16	Last day of 2004 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2004/2005 academic year
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2004 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 6	Labour Day (University closed)

2004 continued

December 1   Deadline for receipt of applications for a 2005 Fall Session and 2006 Winter Session Graduate Assistantship (for full-time study only)

December 13   Last day of lectures for the 2004 Fall Session

December 13   Deadline for adding 2005 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 2005 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit

December 22 -
   January 2   University closed

2005

January 3   Lectures begin for the 2005 Winter Session

January 7   Deadline for registration for students beginning their programs in the 2005 Winter Session. After this date a late registration fee will be charged

January 7   Final date to request a deferral of admission from the 2005 Winter Session to the 2006 Winter Session

January 14   Grade submission date for the 2004 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date

January 14   Deadline for SDF designation for 2004 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 2004 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 June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)

January 21   Deadline for adding 2005 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 15   Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2005 Winter Session

February 25   Deadline for withdrawing from the 2005 Winter Session and full-year courses without academic penalty

2005 continued

March 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 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 4	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, first term
March 14-18	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21-24	Registrar's Office begins mailing course selection information for continuing students, for the 2005 Summer Session, 2005 Fall Session and the 2006 Winter Session
March 25	Good Friday (University closed)
April 11	Last day of 2005 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June 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 22	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2005 Summer Session, the 2005 Fall Session and the 2006 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 6	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, second term, and the 2005 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.
May 6	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, second term and the 2005 Fall Session
May 13	Grade submission date for 2005 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 13	Deadline for SDF designation for 2004 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 23	Victoria Day (University closed)
June TBA	June Convocation

General Information

Travaux et Théses 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, 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.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la pages 174 - 175 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling
D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage
N. Bélanger, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, D.N. Wilson

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

Département de sociologie et d'études de l'équité en éducation
N. Bélanger, M. Eichler, 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

Voir la section Interdepartmental Research Area pour une description des cours en français, sous la rubrique Études en français à la pages 174 - 175.

Course Selection for Continuing M.A., M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session will be available near the end of March 2004 at <www.ro.oise.utoronto.ca>. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

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 selection forms 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 enrolment 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/UT 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 2004 Fall Session and the 2005 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

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

NOTE: 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 Ed.D. in Higher Education** in the Higher Education Program
✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

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

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. 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 confer-encing courses, students must have regular access to a computer and modem.

Sites in southern Ontario are determined according to the location of students who selected courses by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have selected 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 enrolment is low.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 168.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

Applicants may contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 182 - 183). Application information and materials are available at <www.ro.oise.utoronto.ca>.

NOTE: Application procedures are the same for all students (see pages 29 - 33).

Registration

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.

Required Period of Full-Time Study

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

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

NOTE: Full-time study credit is not given for registration in the Summer Session 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 Ed.D. in Higher Education** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** 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/UT department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

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

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/UT.

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) [illegible overlapping text]

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT funding may be deferred. In the case of other

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
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
Requests for transcripts should be made to:
The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

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 $9.00 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 186 and 199.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers.

The test must:
a) be done during the twelve months prior to the start of the program of study

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
    - a negative tuberculin or 'skin test'
  OR
    - a positive tuberculin or 'skin test' followed by a
      normal chest x-ray

OR
  - a normal chest x-ray
  If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c)   show the name of the doctor or testing agency

d)   be signed and dated by an authorized health professional currently practicing in Canada.

NOTE: Immunization cards and self-evaluated test results are not acceptable.

Candidates will not be allowed to attend the Child Study and Education Program or the Human Development and Curriculum Program if proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

Police Record Check
School Board Requirements
The Child Study and Education two-year program and the Human Development and Curriculum program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory police background check prior to having direct contact with students. Without a satisfactory police record check the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
Fax: 416-593-7858
E-mail: oesc-cseo@opsba.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

Ontario Teacher Qualifying Test

The Ontario government has introduced a new requirement for the O. T. C. of Q. - an entry to the profession test called the Ontario Teacher Qualifying Test. Effective January 1, 2003, applicants to the OCT must write and pass the test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Definitions

AQ: Additional Qualifications for Educators
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

OISE/UT 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 Human Development and Curriculum Program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

✦

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.

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

a) While in some OISE/UT 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.

   If full-time Master's students wish to change to part-

year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 31 - 157.)

At the discretion of OISE/UT, 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 a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a 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.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program of study would ordinarily consist of one and one-half years of study (ten half-courses).

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization 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/UT departments additional requirements have been established, the minimum requirements for the M.A. at OISE/UT are as follows:

a) **A one-year degree program** comprised of 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) Candidates admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a you insist:'sadmaster's

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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 enrolment for candidates admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrolment for candidates admitted to one and one-half- year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Teaching (M.T.)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree in Human Development and Curriculum. 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 80 - 82 for further information.)

Admission Requirements
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.

Applicants normally must:
a) Submit a Statement of Intent describing 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) Be interviewed by a panel of faculty, teachers and students.

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

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) 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 applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) is required at the beginning of each academic year. See page 20 for further information.

NOTE: In addition, a police record check and successful completion of the Ontario Teacher Qualifying Test are required for certification by the Ontario College of Teachers. See pages 20 - 21 for further information.

Degree Requirements
The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 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 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 be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program 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 - 168.

Admission Requirements
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 better** in master's courses. Further documentation may be required to

establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 168.)

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/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 168.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization 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/UT 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, Tc 0.12 Tesistonse 0 -11ional requireme2mPdlts, all Whideemedf one F consecutively

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 **within six years** of first enrolment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

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.

Applicants to Degree Programs

1. Application for Admission

Although based on the web, the application is a self-administered application. Applicants are required to assemble all relevant documentation and submit it together with completed application forms, all in hardcopy, to the Registrar's Office, Graduate Studies Admissions Unit. Application forms and supporting documentation cannot be submitted electronically. Two copies of the application forms and supporting documents are required.

- ✦ **Complete applications** will be processed upon receipt.
- ✦ **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Application Forms and Further Information

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

If you require further application information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964

◆ Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit 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 applicant is present in Canada including date and place of birth.

◆ Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers. Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year. See page 20 for further information.

✦ The Certificate of Proficiency in English (COPE)

COPE Testing Limited
429 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1P1
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).

✦ The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course

Telephone: 416-978-5104
E-mail: carolyn.bercu@utoronto.ca
Website: www.learn.utoronto.ca/esl

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

7. Graduate Assistantships

OISE/UT Graduate Assistantships are available for full-time registration only, within any program of study. For programs of study within the guaranteed funding cohort (Ph.D., full-time non-professional M.A.) submission of a graduate assistantship application is mandatory. 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/UT Graduate Assistantships contact:

OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

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/UT graduate student. It is very unfortunate when students cannot continue in their program of study due to financial hardship. See pages 184 - 186 for information on graduate student financial support. Also see pages 184 and 185 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

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

9. Deferrals

✦ Deferral 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 exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate 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 2004 Fall Session but is not able to begin the program until the 2005 Fall Session, the student's request for deferral must be received no later than September 17, 2004. 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/UT Graduate Assistantship may not defer the award to the next academic year. OISE/UT Graduate Assistantship applications are available in September for the following academic year.

✦ **Delay to the Winter Session**
Some degree programs permit students to begin their

Special Student Applicants

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

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral degree program

Full-Time Study
Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 22 - 28.

Part-Time Study
Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students.

Those accepted with standing lower than a Toronto

Graduate Programs by Department

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

Summary of OISE/UT's Departments, Programs and Fields of Specialization

NOTE: Applicants apply in the following sequence: Department, Program (and Field of specialization if applicable).

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

Curriculum, Teaching and Learning
1) Curriculum Program
2) Human Development and Curriculum Program
3) Measurement and Evaluation Program
4) Second Language Education Program
5) Teacher Development 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
   Fields: a) Higher Education
               b) Health Professional Education
3) History and Philosophy of Eduction Program
   Fields: a) History of Education
               b) Philosophy of Education

Collaborative Programs
OISE/UT also participates is several Collaborative Programs. Please see pages 169 - 172 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/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT 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.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

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/UT'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.

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor
(teacher development; teacher education; qualitative research methods; arts-informed research methods; Alzheimer disease and caregiving)
acole@oise.utoronto.ca

✦ Associated Instructors

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

Isla Carmichael, Ph.D. (Toronto)
Senior Researcher and Educator, Ontario Public Service
Employees' Union; Negotiator; strategic policy, rights at
work, workplace and organization democracy
icarmichael@opseu.org

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist
mfisher@vaxxine.com

Anne Goodman, PhD (OISE/UT)
Transformative learning; community-based approaches to
peace; ecological education; reconciliation and social
change; spirituality and education
agoodman@oise.utoronto.ca

Darcy Martin, Ph.D. (Toronto)
Coordinator, Centre for the Study of Education and Work,
OISE/UT
darcymartin@oise.utoronto.ca

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs-assessment, training and performance
technology; consulting theory and practice
hmayer@oise.utoronto.ca

Ruth W. McLean, Ed.D. (Toronto)
Associate Dean, Centres for Learner Support, Humber
College of Applied Arts and Technology
ruthmclean@oise.utoronto.ca

Betty Jane Richmond, Ph.D. (Toronto)
Manager of Evaluation and Research, Trillium Foundation
bjrichmond678@aol.com

Malcolm J. Stewart, Ph.D. (Toronto)
Sessional Instructor, York University, Teacher of social
policy
mstewart@yorku.ca

Jennifer Sumner, Ph.D. (Guelph)
Assistant Professor
jsumner@oise.utoronto.ca

Suzanne Thomas, Ph.D. (Toronto)
SSHRC Post-Doctoral Visitor
suzannethomas@oise.utoronto.ca

Professors Emeriti

James A. Draper, Ph.D. (Wisconsin)
Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦ Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
*(qualitative research; critical and feminist pedagogy; feminist
psychotherapy; anti-racist education; working with survivors of
trauma; working with psychiatric survivors; popular
education)*
bburstow@oise.utoronto.ca

Charles P. Chen, Ph.D. (British Columbia)
Assistant Professor
*(life career development; meaning making and human agency
in worklife; career theories and counselling approaches; Morita
therapy and Morita-philosophy-based career counselling
techniques)*
cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
*(gay, lesbian and bisexual psychology especially mental health
aspects of domestic violence and hate crimes; HIV/AIDS risk
assessment and prevention; bullying/teasing/violence prevention
in schools; forensic psychology)*
jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)
Professor
*(counselling psychology; school counselling and evaluation;
career theory and development; women's studies in work,
education and counselling; qualitative research)*
maguttman@oise.utoronto.ca

Nina Josefowitz, Ph.D. (Toronto)
Lecturer
*(Cognitive-behaviour therapy; use of imagery in
psychotherapy; therapy and forensic assessments of survivors of
interpersonal violence and abuse; professional practice issues)*
njosefowitz@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)
Assistant Professor
*(multicultural counselling psychotherapy; 'race', culture and
ethnicity in therapy; migration, cultural transformation and
transgenerational trauma)*
rmoodley@oise.utoronto.ca

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; women's mental health; body image development)
npiran@oise.utoronto.ca

Margaret S. Schneider, Ph.D. (York)
Associate Professor
(community mental health; human sexuality; gender and sexual orientation)
mschneider@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)
Professor, Chair
(feminist issues in violence; psychology and law; sexual abuse and assault; forensic psychology)
lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Associate Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)
jewatson@oise.utoronto.ca

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lstermac@risern

York)
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Nancy Buzzell, Ph.D. (Calgary)
Psychologist, Counselling Services,
University of New Brunswick, Fredericton

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

Rod Day, Ph.D. (Loyola)
Psychologist, Psychotherapy Trauma Program, Centre for
Addiction and Mental Health, Toronto

Eilenna Denisoff, Ph.D. (York)
Centre for Addiction and Mental Health, Clarke Division,
Toronto

Robert Deutsch, Ph.D. (McMaster)
Consulting Psychologist, Associate Professor, Counselling
and Development Centre, York University, Toronto

Mira Drugovic, Ph.D. (Toronto)
Psychologist, University of Waterloo Counselling Services,
Waterloo

Marcus Feak, Ed.D. (Toronto)
Psychologist, Whitby Mental Health Centre, Whitby

Temi Firsten, M.S.W. (Toronto)
Project Coordinator and Psychotherapist, Women's Health
Centre, St. Joseph's Health Centre, Toronto

Paula Gardner, Ed.D. (Toronto)
Psychologist, Mental Health Service, Toronto East General
Hospital, Toronto

Laurie Gillies, Ph.D. (York)
Psychologist, OISE/UT Counselling and
Psychoeducational Clinic, University of Toronto

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial
Chiropractic College, Toronto

Margo Kennedy, M.S.W. (Toronto)
Woman Abuse Response Coordinator,
Toronto Hospital, Western Division

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

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre, York
University, Toronto

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

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service,
University of Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career
Services, Hamilton

Anna Palucka, Ed.D. (Toronto)
Psychologist, Dual Diagnosis Unit, Centre for Addiction
and Mental Health, Toronto

Bryan Phillips, Ph.D. (York)
Staff Psychologist, Counselling and Development Centre,
York University, Toronto

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor
Centre for Addiction and Mental Health,
Clarke Division, Toronto

Johan Reis, Ed.D. (Toronto)
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Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

A four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education and Community Development Program. Students are normally expected to take course AEC1100, the Introduction to Adult Education, as one of their first two courses. During their program of study, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission and Degree Requirements section, pages 22 - 28.

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership.

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education and Community Development Program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program of study. It is recommended that the non-credit course

research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis. Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

Faculty are also associated with the:
• Centre for Integrated Anti-Racism Studies (page 179)
• Centre for Women's Studies in Education (pages 180 - 181)
• Comparative, International and Development Education Collaborative Program (pages 170 - 171)
• Comparative, International and Development Education Centre (CIDEC) (page 181)
• Collaborative Program in Women's Studies (page 172)
• Environmental Studies Collaborative Program (pages 171 - 172)
• Transformative Learning Interdepartmental Research Area (pages 176 - 177)

Creative Inquiry, Personal and Professional Learning

Faculty
Bonnie Burstow, Ardra Cole, J. Gary Knowles

Faculty in the Creative Inquiry, Personal and Professional Learning research 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. In doing so, they emphasise 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 faculty work 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 faculty in this research 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 complex and multidimensional nature of the human condition and ways of making research-based knowledge more accessible to diverse audiences. Thus, faculty work focuses 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. Students who work with faculty in Creative Inquiry,

Personal and Professional Learning typically engage in inquiry-based learning and research with an explicit intention of personal, professional, or social transformation.

Workplace Learning and Change

Faculty
Nancy Jackson, Marilyn Laiken, Kiran Mirchandani, Shahrzad Mojab, Jack Quarter

Faculty in the Workplace Learning and Change research area support and are interested in: first, a transformative analysis of the workplace and, second, 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 meaning of work in the modern world; 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

Faculty are also associated with:
- ✦ Learning and Work, an Interdepartmental Research Area (see pages 175 - 176)
- ✦ Learning, Work and Change, a research area in the

AEC1101H Program Planning 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.
B. Burstow or staff

AEC1102H Community Development: Innovative Models
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on nonprofit and cooperative approaches.
J. Quarter

AEC1103H 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.'
J.G. Knowles or staff

AEC1104H Community Education and Organizing
This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory
A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice
This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning
Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning
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.
D. Schugurensky or staff

AEC1113H 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.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators

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

AEC1119H Creating a Learning Organization

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.
N.Jackson or staff

AEC1122H 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.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.
K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H 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.
N. Jackson

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the 'disciplines' of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or staff

AEC1131H Special Topics in Adult Education

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

AEC1131H Special Topics in Adult Education: Selected Issues, Themes and Models in Aboriginal and Indigenous Education

Selected issues related to social, political, spiritual and cultural factors that impact on the educational quality of life of Aboriginal Peoples in Canada resulting from colonialism and oppression will be examined. Related connections to Indigenous Peoples throughout the world will be made. Selected issues will be examined with a view toward understanding the need for transforming educational and research knowledge to reflect Aboriginal and Indigenous wisdom and strategies for solutions.

Themes and models reflecting the movement toward the development and establishment of Aboriginal education initiatives grounded in Aboriginal philosophies and perspectives for community healing and wellness and Aboriginal participation and leadership in Canadian society will be examined. This course draws on knowledge from theories and practice of Aboriginal and Indigenous methodologies, anti-racism education, qualitative research methodologies, oral histories/narratives, and Elders' wisdom. Students will be encouraged to explore various issues that impact on teaching and learning from preschool to higher education, community development, and adult education settings.
Staff

AEC1135H 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.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

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

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to

AEC1170H Practitioners' Experienced Knowledge
A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
A. Cole, J.G.Knowles, or staff

movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
S. Mojab, D.Shugurensky or staff

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create 'a culture of thesis completion', to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.
Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education and Public Policy

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

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

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

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

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

AEC3131H Special Topics in Adult Education

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

AEC3132H Special Topics in Women in Development and Community Transformation

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

AEC3138H 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.
D. Schugurensky or staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being reconfigured 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.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon 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.
Staff

AEC3170H Perspectives on Qualitative Research: Part 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.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be

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 Community 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* published each January and provided to newly admitted students at the time the Offer of Admission is made.

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.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Mary Alice Guttman, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2551
E-mail: mguttman@oise.utoronto.ca
OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@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 description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 22 - 28, 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 a 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/UT 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 are designed to meet the academic requirements for registration by the College:

✦ M.A. Counselling Psychology for Psychology Specialists

✦ Ph.D. Counselling Psychology for Psychology Specialists

A 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 after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a

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 better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

b) Normally, 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 better**.

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

Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. 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

Normally, eight half-courses will be required. The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

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 2,000 hours of internship. 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.

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 as an7jtherapypractice, ravtion, l measure -0.036jg

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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) a 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 56.)

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.

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

AEC1203Y Practicum I: Interventions in Counselling Psychology
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 setting. Some students may spend two full days in their practicum setting. 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 April 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. All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

AEC1205H Individual Intellectual Assessment
Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
NOTE: Only available to students who enrolled prior to July 1997.
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy
This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education
This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development
Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

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AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.

N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

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

Staff

AEC1278H Cognitive Therapy

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

Staff

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.

M.S. Schneider

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

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

N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included.

NOTE:

Seminar in Counselling Psychlental Health

AEC3211H

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, analyze, 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.

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, 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 (M.Ed., M.A., Ed.D., Ph.D.)
✦ Human Development and Curriculum (M.T.)
✦ Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
✦ Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
✦ Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)

NOTE: The Master of Arts in Teaching, M.A.(T.), program was discontinued in the 2003/2004 academic year. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in the program 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., Ed.D., Ph.D.)
✦ Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
✦ Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., 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 the Advancement of Measurement, Evaluation, Research and Assessment
✦ Centre for Franco-Ontarian Studies
✦ Centre for Teacher Development.
✦ Comparative, International and Development Education Centre
✦ Modern Language Centre

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

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: 416-923-6641 ext. 2663
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: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information, contact:

Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2601
Fax: 416-926-4744
Website: www.oise.utoronto.ca/depts/ctl/

Off-Campus Information

For academic information regarding off-campus courses, contact:

Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: oliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chairs of the Department

Tara Goldstein, Ph.D. (Toronto)
Research and Development; Associate Professor
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Anne Jordan, Ph.D. (Toronto)
Coordinator of Graduate Programs; Professor
(policies and practices in special education delivery; effective teaching in inclusive classrooms, collaboration and resource support)

Faculty

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor
(teacher education; practitioner inquiry; theory of schooling; teacher development; school renewal)

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor
(students' and teachers' expertise in problem-solving in Science and Technology and related pedagogies; action research; naturalistic education and research)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(conflict resolution and controversial issues education; education for democracy, peace, social justice/equity; social studies; international comparative perspectives)

Clare Brett, Ph.D. (Toronto)
Assistant Professor
(technology and learning in elementary, secondary and post-secondary contexts, including teacher education and asynchronous learning environments, reading and writing development)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(professional ethics in education; teachers' ethical knowledge; moral and ethical dimensions of schools; teacher education; qualitative research)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

erized testing; testin45ch)tudies; international comparative s in0

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and
Development eent Education Centre; cross-appointed to Adult
Education and Counselling Psychology
*(comparative and international education; planning
education for social development especially in developing
countries; comparative teacher development; education policy
studies; evaluation of reform projects)*

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
*(multicultural perspectives in teacher education; ethnic
identity maintenance and language learning; attitudes to
heritage language learning; cultural and linguistic diversity in
classrooms)*

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
*(second language teaching and learning; English as a
second/foreign language; second language education;
program/curriculum development; school and classroom based
research)*

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
*(reflective-practitioner research; arts education and teacher
development; arts community partnerships; girls and secondary
schooling, feminist theory; critical drama/theatre pedagogy;
equity-centered teaching)*

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
*(Franco-Ontarian education; qualitative analysis; gender and
education; multiculturalism and French-language education;
curriculum policy; school and society)*

James G. Hewitt, Ph.D. (Toronto)
Associate Professor
*(computer supported learning environments; electronic
discourse; distance education; instructional design; science
education)*

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science,
Mathematics and Technology Education
*(history, philosophy and sociology of science curriculum;
school-based assessment and curriculum evaluation strategies;
concept development in science and technology)*

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Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; conceptual change in science; classroom processes; writing in science; gender and science education; history and development of science)

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor
(science education; science-technology-society education; learning science in school and non-school settings such as

Francis Ahia, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Transitional
Year Program

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

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies
in Education; cross-appointed from Sociology and Equity
Studies in Education

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

Lorna M. Earl, Ph.D. (Western)
Associate Professor, cross-appointed from Theory and
Policy Studies in Education

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional
Year Program

Lynne Hannay, Ph.D. (Ohio State)
Professor; Head, OISE/UT Midwestern Centre, Cross
appointed from Theory and Policy Studies in Education

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

Jean S. Mason, Ph.D. (McGill)
Assistant Professor; cross-appointed from the Professional
Writing Program, University of Toronto at Mississauga

John R. Percy, Ph.D. (Toronto)
Professor, cross-appointed from the Department of
Astronomy, University of Toronto at Mississauga

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

Keith E. Stanovich, Ph.D. (Michigan)

Program Co-ordinator:
K. Bickmore

Core Faculty:
A. Anderson, M. Beattie, J.L. Bencze, C. Brett,
L. Cameron, R. Cohen, V. Darroch-Lozowski, L. Davie,
J. Farrell, K. Gallagher, D. Gérin-Lajoie, T. Goldstein,
J. Hewitt, D. Hodson, A. Jordan, R. McLean, R. Morgan,
M. Nieswandt, E. Pedretti, C. Rolheiser, J. Ross,
M. Scardamalia, W. Seller, L. Shore, E. Smyth,
P. Stanovich, H. Sykes, P. Trifonas

The Curriculum 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

Curriculum 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, computer-supported analysis, performed and critical ethnography, and life history.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 18.

Degrees

Master of Education
This degree is designed chiefly for the professional

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. program of study normally consists of eight half-courses,

The following is a list of courses offered within the Curriculum 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.

CTL1000H Foundation of Curriculum
This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c)

understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and 'border cross' from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings
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.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues
This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools
Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J.A. Ross

CTL1014H 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.
J.A. Ross and staff

CTL1015H Curriculum and Student Evaluation
This course reviews principles and practice in testing and assessment with a focus on curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
Staff

CTL1016H Cooperative Learning Research and Practice
This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
J.A. Ross and staff

CTL1018H 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.
D. Thiessen and staff

CTL1019H Authentic Assessment
In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J.A. Ross

CTL1020H Teaching High Ability Students
This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1021H Learning in Non-School Settings
Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for learning, both on their own and in conjunction with schools. This course takes up issues of learning in such settings, and the interrelatedness of these settings. Defining these learnings and field work in at least one setting will be major activities.
Staff

CTL1023H 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 wling

E. Smyth

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CTL1108H The Phenomenological Curriculum
This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum
This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analyzed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1114H Exploring Human Understanding and Education through Visual Media
This course brings tiand e hohe sci scoatil Curs sun thf inthowj   0 -10.5 TD 0.131 0Tc 0.1772 5w (imagery nd cquif   Berpretatily, mean an

CTL1204H Making Mathematics Learning Meaningful: Secondary

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics may include: Connecting mathematics to real life; increasing students' understanding of mathematics, group explorations, problem solving and mathematical modeling, communicating about mathematics, integrating the use of graphic calculators and computer technology; authentic assessment.
R. Cohen

CTL1206H Teaching and Learning Science

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

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

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

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

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

CTL1209H Current Issues in Science and Technology Education

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

CTL1210H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science 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 and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms. The particular focus for research will be determined by the course members in consultation with the facilitator.
D. Hodson, E. Pedretti, L. Bencze and W. Gitari

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

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

CTL1213H Teacher Research in Mathematics Education

Through designing and carrying out a research study in mathematics education, participants will be able to progress along two parallel learning paths: (i) Learning how to design and conduct a research project; and (ii) Deepening their understanding of important ideas, issues and practices in mathematics education, and possibly also gaining new insights about how to improve their own teaching. Research studies will be conducted by individuals or small teams. Working within a mutually supportive peer group, participants will be guided in identifying their research goals and objectives, designing their study in detail, obtaining ethical approval (if needed), and then carrying out the various components of their study, from data collection, to analysis and write-up.
R. Cohen

CTL1214H Equity Issues in Science Education

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

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools
This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, represen-tations of science and technology, scientific and technological literacy, and sociocultural interpretations of science and technology.
E. Pedretti

CTL1302H Media Studies and Education
This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analyzing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both alstific 0.3689 Tw (formatiursul t503fgardedxiyD (newspem div3 set Tw   Tc5-   -5w (pael

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.
A. Jordan or P. Stanovich

CTL1403H 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.
N. Belanger or P. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education
The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web 'forms', server 'CGI'

CTL1611H Computer-Mediated Distance Education
The use of computer mediated communication for the
delivery of distance education courses by schools, colleges,
universities and organizations in the private and public
sectors. Topics will include: adult learning theory,
cooperative learning theory, the educational use of Internet

CTL1823H

CTL1924H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
Staff

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

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

Human Development and Curriculum Program (M.T.)

Program Co-coordinator
D. McDougall (CTL Department)

Field Placement Coordinator
N. Scarfo (HDAP Department)

Core Faculty
M.L. Arnold, M. Ferrari, A. Jordan, C. Rolheiser

The Master of Teaching (M.T.) degree program in Human Development and Curriculum 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 Human Development and Curriculum 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, cognitive psychology, 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 a 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.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) 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 applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

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

✦

Courses

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of this *Bulletin* i.e., courses with the prefix CTL can be found in the Curriculum Program section, page 71; those with HDP can be found in the Human Development and Applied Psychology section, pages 115 and 119.

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics and literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching, specifically in science, social studies, and the arts (drama, music, visual arts and physical education. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7004Y 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 30 days of field experience.
NOTE: This course is normally open to students in the M.T. in the Human Development and Teaching Program only.
Staff

CTL7005Y 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 80 days of field experience as junior staff members within school settings.
NOTE: This course is normally open to students in the M.T. in the Human Development and Curriculum Program only.
Staff

Measurement and Evaluation Program

Program Coordinator:
R.G. Wolfe

Core Faculty
R. Childs, G. Hong, T.C.M. Lam, R.G. Wolfe

Associate Faculty
L. Earl

NOTE: This program will be discontinued and is no longer accepting new applicants

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

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 standing equivalent to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Those who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. 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 enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The admission requirement for the M.A. is a four-year University of Toronto Bachelor's degree, or its equivalent, in mathematics, statistics, computer science, or a relevant social or behavioral science, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. The M.A. degree program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Students are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Those who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: <www.sgs.utoronto.ca>). All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. degree program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years of relevant professional experience prior to application. A

University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses. 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 ideal arrangement is for Ed.D. applicants to begin their program of study on a part-time basis. A minimum of one year of full-time study is required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: <**www.sgs.utoronto.ca**>). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses in addition to CTL2808. 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 Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website <**www.sgs.utoronto.ca**>). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for program requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

The following list demonstrates the range of courses offered within the Measurement and Evaluation Program. Not all of the courses listed are offered in any given year.

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their

CTL2004H Elements of Statistics

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.
Staff

CTL2800H Structural Equations with Latent Variables
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Staff

CTL2801H Test Theory
Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
NOTE: Desirable background: CTL2808H or equivalent.
R.E. Traub

CTL2802H 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: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H 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.

CTL2810H Seminar in Evaluation Problems
A seminar dealing with theories and practical constraints in
the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
NOTE:

Program Coordinator and Head,
Modern Language Centre:
Alister Cumming

Core Faculty
J. Cummins, A. Gagné, N. Labrie, S. Lapkin, N. Spada,
M. Swain

Associate Faculty
M. Heller, Sociology and Equity Studies in Education;
E. Geva, Human Development and Applied Psychology;
Y. Johnson, Department of East Asian Studies;
R. Helms-Park, Division of Humanities, University of
    Toronto at Scarborough;
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/UT
Education Commons.

The Program offers four degrees: the M.Ed., M.A., Ph.D.
and Ed.D. (The requirements described below apply to
students beginning in 1998 and thereafter; students
previously registered in the Program follow regulations
describing Second Language Education as a specialization
within the Curriculum Program in versions of the
OISE/UT *Bulletin* prior to 1998.)

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**

better 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. offers two programs of study:
Option II consists of eight half-courses plus a major
research paper (MRP)
Option IV consists of ten half-courses only

In both Options one of the courses must be either
CTL3000H - Foundations of Bilingual and Multicultural
Education or CTL3002Y - Methodology and
Organization of Language Teaching. Students must take a
minimum of four half-courses within the SLE Program.
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 enrolment.
(See the Minimum Admission and Degree Requirements
section for degree requirements, pages 22 - 28.)

Master of Arts
Applicants are accepted under SGS general regulations.
Admission requires a 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 should have teacher
certification and at least one year of relevant successful
professional experience prior to applying. Enrolment in
the M.A. (rather than M.Ed. degree program) is advisable
for students expeacco3Tw (e ce s accep2Tc 0octor5 T-0.007 T04er go.
minimum of four h, in a relevant dis2112 TD /F097-12 Tlf-cours C b

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to

NOTE: Candidates are responsible for meeting deadlines to

Diversity
Linguistic and cultural diversity have always characterized

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.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-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).
S. Lapkin

CTL3020H Writing in a Second Language

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

CTL3021H Pedagogical Grammar of French

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

CTL3023H 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.
N. Labrie

CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including: 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) inservice 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 nontraditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.
A. Gagné

CTL3797H Practicum in Second Language Education: Master's Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

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

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

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

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

CTL3800H Second Language Classroom Research

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

M.K. Swain or N. Spada

CTL3801H Research Colloquium in Second Language Education: Doctoral Level
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.

l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.
M. Heller

JTE1952H   Language, Culture, and Education
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

EAS1352H   Theory and Practice of Japanese Language Instruction
This course provides an overview of theories and issues in second language education for Japanese language teachers, including a review of theories of Japanese language acquisition, recent trends in teaching practices, and pedagogical models for teaching Japanese.
Y. Johnson

FRE1108H   Théorie linguistique et acquisition du français langue seconde
Dans ce course, nous verrons comment des théories de compétence linguistique actuelles, y compris les théories des principes et paramètres, du Minimalisme et de l'Optimalité, peuvent servie d'outil pour la recherche sur l'acquisition des language secondes, surtout l'acqusition de la syntaxe et de la phonologie du français. Nous examinerons les grammaires initiales, les contraintes sur le développement, les grammaires finales, et le rson

either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under SGS general regulations. Admission normally requires a 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. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs.

Courses

The following is a list of courses offered within the Teacher Development Program. Not all of the courses listed are offered in any given year.

CTL4000H   Improving Teaching
A critical review of current approaches to analyzing 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.
B.S. Kilbourn

CTL4001H   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.
L.M. Hannay

CTL4002H   Constructive Feedback in Teaching
This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H   Teacher Development and School Improvement
This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
C.T.P. Diamond

CTL4004H   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.
M. Kooy

CTL4005H   Arts-Based Approaches to Teacher Development
This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transfor-mation, arrest, or resistance, any ending only provokes new beginnings.
C.T.P. Diamond

CTL4007H   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.
G. Feuerverger

CTL4008H   Knowing and Teaching
This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of 'knowing'. The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H 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

CTL4801H 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.
Prerequisite: Permission of instructor.
C. Conle

CTL4802H Qualitative Research in 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.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and 'curriculum theory'. These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and profes

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

✦ Comparative, International and Development Education
✦ Environmental Studies
✦ Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this *Bulletin* (pages 169 - 172) and the *School of Graduate Studies Calendar.*

Comparative, International and Development Education

Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 170 - 171) and the *School of Graduate Studies Calendar*. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:
Joseph P. Farrell, Head
Comparative, International, and Development
　　Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course lists under the other collaborative departments' sections of this *Bulletin*.

CTL6000H Introduction to Comparative, International, and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs
This course will examine traditional and innovative approaches to occupational training. Both preservice and inservice program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D.N. Wilson or staff

CTL6002H Education and Social Development
This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing 'theories' or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and 'state of the art' papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting

a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

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

CTL6797H Practicum in Comparative, International and Development Education Program: Master's Level

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

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

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

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

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with

particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or 'positions' with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

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

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level

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

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

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

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

A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.
Staff

Environmental Studies Collaborative Program

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Institute of Environmental Studies to offer M.A., M.Ed., Ph.D. and Ed.D. degree programs. Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in five programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)
Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)
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.

Developmental Science (M.A., PhD.)
This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program. It is offered in collaboration with the Department of Psychology and prepares students for academic and research careers.

School and Clinical Child Psychology (M.A. and Ph.D.)
A program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines*. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

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

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/

For registration information, contact:
Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Child Study and Education
Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Developmental Psychology and Education
Nancy Mayes
Telephone: 416-923-6641 ext. 2471
E-mail: nmayes@oise.utoronto.ca

Developmental Science Collaborative Program
Joan Grusec
Telephone: 416-978-7610
E-mail: grusec@psych.utoronto.ca

School and Clinical Child Psychology
Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Officer
Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of
Psychology and to University College
*(cognitive and linguistic development; children's theory of
mind; metalinguistics; socio-cultural context of development)*

Associate Chair of the Department

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
*(adolescent development; sociomoral reasoning; values
acquisition; identity formation; ethical dimensions of teacher-
student relations)*

Faculty

Andrew Biemiller, Ph.D. (Cornell)
Professor
*(language and reading; self-direction and education;
educational programs)*

Carl Corter, Ph.D. (North Carolina)
Professor and Director, Institute of Child Study
*(kindergarten education; parenting; sibling and family
relationships; infant development)*

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
*(prevention and treatment of behavioural disorders associated
with child psychopathologies; compliance; parent, teacher and
staff training)*

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied
Cognitive Science
*(development of academic excellence in the self; domain-
expertise; professional ethics; conceptual change; evolution and
theory of mind)*

Esther Geva, Ph.D. (Toronto)
Professor
*(cognitive and linguistic processes in normally achieving and
in learning disabled children; reading processes in first and
second language; learning disabilities in
bilingual/multicultural contexts; research design and
evaluation)*

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
*(play as a learning medium; teacher education; constructivist
teaching)*

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of
Paediatrics, seconded to OISE/UT
*(learning disabilities; treatment intervention; learning and
behavioural correlates of medical conditions)*

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of
Psychology
*(social and emotional development; family interaction; child
psychopathology)*

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, The Atkinson Charitable Foundation Chair in
Early Childhood Development and Education
*(human development; cognitive and social processes in
developmental diversity)*

Marc Lewis, Ph.D. (Toronto)
Professor
*(personality development; emotional development;
cognition/emotion interactions in development; dynamic
systems approaches; emotional neurobiology)*

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical
Child Psychology Program
(Personality assessment; emotional development)

Chris Moore, Ph.D. (Cambridge)
Professor, Canada Research Chair in Social Cognitive
Development
*(development of social understanding in infants and preschool
children; development of self)*

Joan Moss, Ph.D. (Toronto)
Assistant Professor
*(children's mathematical development; cognitive development;
teaching and learning mathematics - elementary)*

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
*(early childhood development and education; early French
immersion; teacher beliefs and practices; theory of mind and
schooling)*

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor
*(environmental factors influencing preschool children's social
development; cognitive and emotional school readiness; the
impact of neighbourhoods on children; family law)*

Joan Peskin, Ph.D. (Toronto)
Senior Lecturer
*(children's theory of mind; expertise in literary reading;
cognition and instruction)*

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor
*(children's understanding of social phenomena and
institutions [e.g. legal, medical]; legal knowledge and
reasoning; children's rights; young offenders; social policy
relating to youth justice)*

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors
(School and Clinical Child Psychology Program)

Senior Clinical Supervisors

Janice Baryshrik, Ph.D. (Toronto)
Senior Psychologist, York Region District School Board

Mary Caravias, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department
Hincks-Dellcrest Centre (Jarvis Site)

Jack Kamrad, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Sherri MacKay, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health
TAPP-C-Program

Sandra Mendlowitz, Ph.D. (Toronto)
Psychologist, Markham Stouffville Hospital

Nitza Perlman, Ph.D. (Toronto)
Director, Children Youth Division
Surrey Place Centre

Adrienne Perry, Ph.D. (York)
Psychologist, Coordinator of Research
Thistletown Regional Centre

Schrine Persad, Ph.D. (Toronto)
School Psychologist, York Catholic District School Board

Sara Zimmerman, Ph.D. (Toronto)
Clinical Supervisor, Hincks-Dellcrest Centre

Ken Zucker, Ph.D. (Toronto)
Senior Psychologist, Centre for Addiction and Mental Health

Clinical Supervisors

David Benner, Ph.D. (York)
Chief Psychologist, Hamilton-Wentworth Department of Public Health, Child and Adolescent Services

Yvonne Bohr, Ph.D. (Toronto)
Psychologist, Aisling Discoveries

Ian Brown, Ph.D. (Toronto)
Co-ordinator of Psychological Services, The Durham Catholic District School Board

Jennifer Coolbear, Ph.D. (York)
Psychologist, SCAN Program, The Hospital for Sick Children

Marie Fawcett-Carter, M.A. (Waterloo)

Sarau7rter, M.A. f 0.0184 Tc 0.2516 Tw (Jennifer Coolbarter

Schrine Persad, Ph.D. (Toronto)

Teri Perri-Galluzzo, Dip.C.S. (Toronto)
Psychological Associate, Toronto Catholic District School
Board

Erin Picard, Ph.D. (Windsor)
Psychologist, Bloorview MacMillan Centre

Dermot Stewart, Ph.D. (York)
Psychologist, Toronto Catholic District School Board

Paul Szabo, Ph.D. (Manitoba)
Senior Psychologist, North York General Hospital

Naomi Tal, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Angeles Toharia, Ph.D. (Montreal)
Psychologist, Allan Memorial Institute

Maggie Toplak, Ph.D. (Toronto)
Clinical Research Fellow, The Hospital for Sick Children

Jeannie Tryphonopoulos, Ph.D. (York)
Psychoeducational Consultant, Toronto District School
Board

Christine Wasson, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Jeffrey Wong, Ph.D. (York)
Psychologist, Thistletown Regional Centre

James Worling, Ph.D. (Toronto)
Psychologist, Thistletown Regional Centre

Practicum Coordinators
Ronna Kluger, M.Ed. (Boston)
Nick Scarfo, M.Ed. (Toronto)

Laboratory School Staff
(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S.
    (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S.
    (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto) (on leave)
B. Crook, B.Ed. (Queen's)
Z. Donoahue, B.A., Dip. C.S. (Toronto), M.Ed. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
R. Hersen, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Espérance, M.A. (Toronto)
M. Martindale, B.A., Dip.C.S. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
K. Raun, M.A. (Toronto)

R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W.
    (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
J. Simmonds, B.Ed. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto) (on leave)

University Professor Emeritus
David R. Olson, Ph.D. (Alberta)

Professors Emeriti
Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

Associate Professors (Retired)
Peter Lindsay, Ph.D. (Toronto)
Uri Shafrir, Ph.D. (York)

General Department Admission Information
See Program sections for specific admission requirements.

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

With the exception of the 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 September, January, or July.

Most applicants apply to only one of the department's Programs. However, applicants are permitted to apply to two Programs. Those applying to two Programs should clearly designate the Programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one Program to another after admission are normally considered each year in a pool with all other applicants to the Program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the Program they wish to enter, the request may be refused due to the competitive nature of the admission process.

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 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 187 - 192.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 176 for further information.

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. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates are also recommended for Part 1 of the three-part qualification in Primary Education and are eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience.

Admission Requirements

Admission to the two-year M.A. requires undergraduate

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) 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

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) 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 applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

3) satisfactory evidence of freedom from tuberculosis

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 Teacher's 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.

Degree Requirements
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.

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in different applied settings. Students are required to take core courses in human development and research design. Core courses emphasize typical and atypical development in the cognitive and emotional domains, and the impact of culture, family and social relationships on development. Elective courses cover a range of topics including early childhood development and education, applied cognitive science, adaptive instruction and special education, social and personality development, critical thinking, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying develop-mental outcomes and accommodating individual differences, and other applications to contexts such as schools, daycares, and families. Students should consult with their academic advisor before making elective choices.

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 a 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 Cognitive

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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. Under exceptional circumstances students may be permitted to undertake their program of study on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses:

HDP1209   Research Methods and Thesis Preparation in Human Development and Applied Psychology
JDS1233   Cognitive Development and Applications
JDS1249   Social-emotional Development and Applications

Students must take three additional courses from the MA required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other 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 a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination 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.

Students who have not had a previous course in human development will be 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 several 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 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.

Admission Requirements

Admission to the 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 better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the 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.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200   Research Proseminar on Human Development and Applied Psychology
plus
an intermediate level or higher statistics course. Please see

Doctor 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 Requirements

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 better** (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 fulfil 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.

Degree Requirements

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

Required Courses

JDS1233 Cognitive Development and Applications
JDS1249 Social-emotional Development and
            Applications

Doctor of Philosophy

Admissions 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 masters degree). Students will apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students will 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, will provide counseling and supervision appropriate to both sets of requirements.

Required Courses

JDS3000 Advanced Methods in Developmental Science

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 OISE/UT department.

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research

Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements
The Ph.D. program of study is comprised of ten half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally 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 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:
HDP3200 Research Proseminar on Human
        Development and Applied Psychology
HDP3241 Seminar and Practicum in Assessment and
        Intervention with Children

Normally, HDP3200 is taken in the first year of the Ph.D. and HDP3241 in the second 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
✦ Statistics

Not all courses listed in the menus are offered on an annual basis. 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:
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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. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education
All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller and staff

HDP1201H Child and Adolescent Development
This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
Staff

HDP1209H 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).
K.E. Stanovich, M. Lewis and M.L. Arnold

HDP1211H Psychological Foundations of Early Development and Education
This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs, practices and learning environments, and considers alternative ways of conceptualizing early education, including family readiness for school. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier

HDP1215H Psychological Assessment of School-Aged Children
The purpose of this course is to gain an understanding of basic principles to 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-III, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a corequisite with course HDP1216.
M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment
Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching,

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

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.
NOTE: 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.
Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
N. Link and staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practiced with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali and staff

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first year of the School and Clinical Child M.A. program.
J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
NOTE: Targeted to School and Clinical Child Psychology students; others by permission of instructor.
K. Scott and J. Jenkins

HDP1223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1234H Foundations of Cognitive Science

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HDP1238H Special Topics in Human Development and Applied Psychology: Vocabulary Development, Acquisition and Instruction

In this course we will examine research on how many words are learned in what order, and research on how vocabulary can be promoted in homes and classrooms. The relative importance of inference and explanation will be considered. Students will design vocabulary interventions.

A. Biemiller

HDP1241H 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.)

A. Biemiller, J. Hardacre and staff

HDP1606H Chilere d
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HDP1256H Child Abuse: Intervention and Prevention

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assessment and intervention procedures will be analyzed.
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.
J. Wiener and staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

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.
J. Hardacre and staff

HDP2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2275H Technology for Adaptive Instruction and Special Education
This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of 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 who are using or are considering using computers in the classroom.
Staff

HDP2280H Introduction to Special Education and Adaptive Instruction
A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
J. Morgan

HDP2283H Psychology and Education of Gifted Children and Adolescents
The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP2287H Classroom-Based Counselling Approaches
This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction
This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

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: HDP2280 or equivalent.
E. Geva and J. Morgan

HDP2293H 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.
J. Morgan and staff

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level
Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Writing Difficulties

The purpose of the course is to meet special educators' and experienced classroom teachers' needs in assessing and teaching children with reading and writing problems. Half of the course will be devoted to learning dynamic assessment techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific programming needs. Emphasis will be placed upon implementation of the remedial materials with students who have serious reading and writing difficulties.

NOTE: Priority will be given to students with an interest in adaptive instruction and special education. Permission of the instructor is required.

D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.

C. Moore

HDP3201H 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.

R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in HDP1216H, HDP1220H, and HDP1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation.

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

Prerequisites: HDP1216H and HDP1220H.

S. Miezitis

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

Prerequisite: Permission of instructor.

J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are: a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

R. Volpe

HDP3208H Research Seminar in Adolescent Development

This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.

M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

Prerequisite: Permission of instructor.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course

of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.
NOTE: Permission of the instructor is required.
E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.
J. Ducharme

HDP3225H Family Contexts and Developmental Psychopathology

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.
J. Jenkins and staff

HDP3226H 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.
M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.
M. Lewis and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change.

During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.
Staff

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning.
NOTE: 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.
N. Link and staff

HDP3241H 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: HDP1218 or equivalent and permission of the instructor.
N. Link and staff

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.
K. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

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

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

JDS1233H Cognitive Development and Applications

This course provides a comprehensive overview of cognition from infancy to adolescence, by considering the development of sensorimotor abilities, memory, language, concepts, reasoning and problem solving, metacognition, and social cognition. The course links theory and research in cognitive development to applications with families, schools and communities.
M. Ferrari

JDS1249H Social-Emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes

patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman and M. Lewis

JDS3000H Advanced Methods in Developmental Science

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Sociology and Equity Studies in Education (SESE)

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

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

✦ Aboriginal and Indigenous Studies in Education
✦ Critical Pedagogy and Cultural Studies
✦ Critical Race and Anti-Racism Studies
✦ Feminist Studies and Gender Relations in Education
✦ Learning, Work and Change

Faculty participate in several related interdepartmental research areas, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/UT 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, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of 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: 416-923-6641 ext. 2663
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: 416-923-6641 ext. 2430
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, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca

For Departmental program inquiries, contact:
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca

Chairs and Coordinating Faculty

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department and Departmental Graduate Coordinator, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, Associate Chair of the Department, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Associate Professor, Graduate Studies Academic Secretary
(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

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. Faculty members associated
with this area of study include: Sandra Acker, Nathalie
Belanger, Kathy Bickmore, Kari Dehli, Rose Baaba Folson,

recommended as part of students' programs of study. Courses are to be selected from Sociology and Equity Studies in Education (SESE), Adult Education and Counselling Psychology (AECP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: George Dei, Judy Iseke-Barnes, Paul Olson and Njoki Wane.

Further information is available from:
Judy Iseke-Barnes
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca)

Critical Pedagogy and Cultural Studies
See the Interdepartmental Research Areas section, page 174.

Études franco-ontariennes en éducation
Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance par ordinateur intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, qui porte sur les réalités sociales et scolaires des communautés francophones et dont la langue d'enseignement est le français.

Ce programme multidisciplinaire mène au diplôme de

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 either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis. Note that although Ed.D. students may begin their studies on a part-time basis, 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.

Ph.D. students must maintain full-time status throughout their program of study. (See Minimum Admission and Degree Requirements section, pages 22 - 28.)

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/UT 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.,

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. 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 2004 Summer Session and the 2004 Fall Session and 2005 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 22 - 28), 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
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
c) at least one sample of written work in 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. (Masters students may enrol 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 2004/2005 Special Topics in Sociological Research courses, (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H   Introduction à la sociologie de l'éducation
Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H   Introduction to Sociology in Education
An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1901H   Basic Concepts in Sociology in Education
An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H   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.
P. Olson

SES1903H   Sociological Survey Research Methods in Education
A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H   Introduction to Sociological Theory in Education
This course introduces students to sociological paradigms and analysis through classical theory and some contemporary theory. Theories shall be examined critically for their coherence, logic, consistency and empirical support. More importantly, this course tries to make sociological theory come alive by showing that it is the product of individuals reacting to issues that were important within the context of their time. Accordingly, due attention is given to understanding the nature of sociological perspectives and the contribution of Enlightenment thinkers, as well as the Big Three: Marx, Weber and Durkheim. These thinkers grappled

with social and political issues and posed basic questions about social behaviour that intrigue us to this day and represent fundamental classical perspectives in sociology. We also examine contemporary debates and selected problematic implications in post colonial and post modern theories. By the end of the course, students will be able to effectively integrate sociological theory and concepts within the context of academic papers and substantiate arguments by locating them within a school of sociological theory.
K. Dehli and staff

SES1905H   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, analyzing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
M. Heller, S. Acker and staff

SES1907H   L'éducation 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.
M. Heller

SES1909H   Eco-Sociology
This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

SES1910H   The Social Organization of Knowledge
In this course, we will examine studies of procedures for, and accounts of, the ways in which knowledge is organized. The
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second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

G.J.S. Dei

SES1922H   Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

G.J.S. Dei

SES1923H   Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.

S. Razack

SES1924H   Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.

G.J.S. Dei

SES1925H   Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of

offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge differenc 0.071 Taj   0m92 Tc 0.08v7 api0.08v;ange. ,j   T* 0.0537 6Tc (

deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and anti-racist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
P. Olson

SES1951H   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. The course offered through Distance Education mode by Dr. Pat O'Riley will place a particular emphasis on Native issues in education.
N. Bélanger and staff

SES1951H   L'école et la communauté
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.
N. Bélanger

JTE1952H   Language, Culture, and Education
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE1952H   Langue, culture et éducation
Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

SES1954H   Marginality and the Politics of Resistance
This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H   Social Relations of Cultural Production in Education
This course will analyze how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives fitedI in

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.
Staff

SES1980H   Reproductive Technologies and Education

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

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analyzed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
S. Acker and staff

SES2913H   Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H   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.
Staff

SES2915H   Managing Educational and Employment Diversity

SES2998H   Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H   Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES3900H   Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend 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.
Staff

SES3901H   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.
Staff

SES3910H   Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography.

Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H   Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post-colonial theories, the course will consist of readings that explore the following two questions. How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems of thought in their research and writing? The course

SES3920Y   The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identi-

of the course will set the framework in terms of the sociolin-
guistic literature on language and gender. The second will
examine case studies from a wide variety of contexts. The
third will be devoted to student explorations of the domain.
M. Heller

SES3949: Advanced Studies in Learning and Work
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.
Staff

**SES3951H   Political Economy, Cultural Forms and the
Learning Society**
This course will develop a critical analysis of social forces
driving capitalist economic development globally and in
Canada, identify dominant and subordinate cultural forms
related to these developments, assess the role of the state and
political movements in major social changes, and document
the ways in which learning throughout the life course
responds to these economic, cultural and political processes.
Specific topics will be developed dialogically and may include:
Canada's role in the global economy, changing class
formations, current ideologies and practices of paid and

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- ✦ **Educational Administration**
- ✦ **Higher Education**
- ✦ **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. 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:

- ✦ **Comparative, International and Development Education**
- ✦ **Graduate Collaborative Program in Women's Studies**

The Department offers the **Certificate in School Management** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- ✦ Educational Administration
- ✦ Higher Education
- ✦ Health Professional Education (M.Ed. only)
- ✦ History of Education
- ✦ Philosophy of Education

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: 416-923-6641 ext. 2663
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: 416-923-6641 ext. 2430
lromero@oise.utoronto.ca

Academic Information

Educational Administration
Susan Padro, Program Coordinator

Higher Education
Dan Lang, Program Coordinator

History of Education
Cecilia Morgan, Coordinator

Philosophy of Education
Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor and Associate Chair (on leave until July 2004)
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Daniel W. Lang, Ph.D. (Toronto)
Professor and Acting Associate Chair (until July 2004)
(finance and economics)

Interdepartmental Research Area

Gender Equity 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.

For more information see page 175 and/or contact:
Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Comparative, International and Development Education

Program Coordinator: Joseph P. Farrell

An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this Program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 170 - 170 for details on this Program.

Graduate Collaborative Program in Women's Studies (GCWS)

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's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE/UT home department. Further information is available on page 172 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

Susan Padro, Ph.D. (Florida State)
Associate Professor and Program Coordinator
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Lorna M. Earl, Ph.D. (Western)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Professor; Head, OISE/UT Midwestern Centre, cross-appointed to Curriculum, Teaching and Learning
(curriculum processes; school-based curriculum development; professional development; action research)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor and Associate Dean, Research
(educational leadership; administrative expertise; school and school system improvement)

Blair Mascall, Ph.D. (Toronto)
Assistant Professor, OISE/UT Midwestern Centre
(school change; large-scale educational reform)

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

James J. Ryan, Ph.D. (Toronto)
Professor
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Associated Instructor

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Professors 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)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, Social Diversity, and Ethics and Values in education. Students may choose to focus their attention on courses in one of these five research areas or to explore the field more broadly. Several degree and non-degree programs of study

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, 2004.

Further information is available from:

Susan Padro, Program Coordinator
Telephone: 416-923-6641 ext. 2651
E-mail: spadro@oise.utoronto.ca

Doctor of Education

The 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 22 - 28, 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 r6ed to devo6y(In addit9j   18 0 T87.0201 modado not02 Twa backg0.1xibly8 Tw (practicarequir

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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

Policy

TPS1005 The Computer in Educational Administration

TPS1017 Educational Finance and Economics

TPS1018 Political Skill in the Education Arena

TPS1024 Critical Conversations: Philosophy, Educational
Administration and Educational Policy Studies

TPS1027

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.
S. Padro

TPS1012H

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and

TPS3024H   Field Studies in Educational Leadership

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.
Staff

TPS3025H   Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
Staff

TPS3028H   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.
Staff

TPS3029H   Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H   Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. The course will focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H   Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H   Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J.J. Ryan and staff

TPS3041H   Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
S. Padro, R. Joshee and staff

TPS3042H   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.
J.J. Ryan

TPS3043H   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: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff

TPS3046H

Daniel W. Lang, Ph.D. (Toronto)
Program Coordinator and Professor
*(administration and management of colleges and universities;
planning in higher education; finance; accountability)*

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity
Studies in Education
*(gender and education; work, cultures, and careers of teachers
and academics; teacher education; sociology of education;
higher education)*

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Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Vanaja Dhruvarajan, Ph.D. (Chicago)
Senior Scholar and Professor of Sociology
University of Winnipeg
(globalization, gender and anti-racism)

Peter Dietsche, Ph.D. (Toronto)
Director of Research
(student development; educational excellence; organizational change; strategic planning)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education,
University of Toronto
(medical education; surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph
(student development; student residential life)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty of Nursing, University of Toronto
(new faculty developmnent; course design; holistic and transformational learning)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for sustainability)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education as well as an M.Ed. in Health Professional Education. 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 and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. Professor Linda Muzzin can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b)   eight half-courses, of which at least three must be in Higher Education
c)   a written comprehensive examination

Option II (M.Ed. in Health Professional Education)
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education
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 comprehensive examination

Master of Arts

The requirements for the M.A. degree program can be completed on either a full-time or part-time basis. While all students must take one full-year core course, there is considerable freedom to create an individualized program of study under the supervision of a faculty advisor. All students also have the opportunity to take some courses in other graduate departments within OISE/UT and the University of Toronto.

Degree Requirements:
a)   a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b)   six half-courses, of which at least three must be in Higher Education
c)   a thesis
d)   a written comprehensive examination

Off-Campus and Distance Education Courses

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 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, 2004.

Doctor of Education

The Ed.D. degree program may be taken full-time or part-time. However, a minimum of one year of full-time study is required.

Degree Requirements
a)   a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree. Normally they would include:
   • a full course TPS1803Y - Recurring Issues in Postsecondary Education
   • at least three half-course equivalents in Higher Education
   • a half-course in research methodology approved by the faculty advisor
b)   a written comprehensive examination and a doctoral specialization examination
c)   a thesis reporting the results of original research.

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the regular Ed.D. degree program. The main differences are:
a)   the Community College Leaders research area 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.

For more information about the Community College Leaders research area, contact:
Michael Skolnik, Theory and Policy Studies in Education
Email: mskolnik@oise.utoronto.ca
OR
Roy F. Giroux, Humber College
Telephone: 416-675-6622 ext. 4483

Doctor of Philosophy

The Ph.D. degree program is taken on a full-time basis. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required.

Degree Requirements

a) a minimum of six half-courses beyond the M.A. or M.Ed. degree in Higher Education. Normally these would include:
  • four half-courses in Higher Education including the full course TPS1803Y - Recurring Issues in Postsecondary Education (unless exemtion is granted for prior study) as well as a half-course in research methodology approved by the faculty advisor
  • two half-courses that may be selected from this Program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.
b) a written comprehensive examination and a doctoral specialization examination;
c) a thesis reporting the results of original research.

Further information is available from:
Dan Lang, Program Coordinator
Telephone: 416-923-6641 ext. 7116
E-mail: dan.lang@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H   The History of Higher Education in Canada: An Overview
An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1802Y   Theory in Higher Education
This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.
L. Muzzin

TPS1803Y   Recurring Issues in Postsecondary Education
An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H   Issues in Medical/Health Professional Education
This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H   The Community College
This course reviews the history and politics of the several categories of institutions that have borne the name 'community college'. Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H   Systems of Higher Education
A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H   Strategic and Long-Range Planning for Postsecondary Systems
This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analyzed 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.
S. Quazi and D.W. Lang

TPS1808H   Research in Health Professional Education
This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.
NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

PS1809H   Administration of Colleges and

special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.
M.L. Skolnik

TPS1822H   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

TPS1832H   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 analyzed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.
R.E.S. Hayhoe

TPS1840H   Economics of Higher Education
An examination of the economic aspects of higher education

NOTE: Higher Education students may choose one of the following courses to fulfill their methods requirement for the doctorate:

Adult Education and Counselling Psychology
AEC1145   Participatory Research in the Community and the Workplace

Curriculum, Teaching and Learning
CTL1108   The Phenomenological Curriculum
CTL1112   Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306   Qualitative Research Methods in Education: Concepts and Methods
CTL1804   The Linguistic Analysis of Interaction in Educational Settings
CTL1861   Critical Ethnography
CTL2808   Intermediate Statistics and Research Design
CTL4801   Narrative and Story in Research and Professional Practice
CTL4802   Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology, OISE/UT:
HDP3201   Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education, OISE/UT:
SES1905   Qualitative Approaches to Sociological Research in Education
SES3930   Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:
CHL5111   Qualitative Research Methods
CHL5115   Topics in Qualitative Research

Faculty of Nursing, University of Toronto:
NUR1024   Qualitative Research: Foundations, Methods and Designs

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

✦   **History of Education**
✦   **Philosophy of Education** (page 164)

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

✦   Gender Equity in Education (page 175)
✦   Transformative Learning (pages 176 - 177)
✦   Women's Studies/Feminist Studies (page 177)

Collaborative Graduate Degree Programs

Students may also enrol 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/UT department and the collaborative program.

✦   Comparative, International and Development Education (see pages 170 - 171)
✦   Graduate Collaborative Women's Studies (GCWS), (see page 172)

History of Education Field

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor, Associate Chair and Program Coordinator
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modern-ization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; histori-ography of the history of education)

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Assistant Professor
(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture in the history of family education; historical consiousness in Canada)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti
Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History 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, which requires a major research paper. 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 22 - 28), 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.

Master of Education

The M.Ed. degree in History of Education is pursued under **Option II**

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 22 - 28 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 six half-course (plus thesis) program of study. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be

region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1404H   History of Rural Education in Canada
Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.
R. Sandwell

TPS1405H   History of Education and Film: Selected Topics
This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper and D. Levine

TPS1406H   Sexuality and the History of Education
This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.
D. Levine

TPS1412H   The History of Women and Higher Education
This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience

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.
R. Sandwell

TPS1424H   Religion, Ideology, and Social Movements in the History of North American Education
A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H   Class Formation and Its Relation to the Schools
A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H   The History of Gender and Education in Canada
This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.
C. Morgan

TPS1427H   History and Commemoration: Canada and Beyond, 1800s - 1990s
This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.
C. Morgan

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.
H.M. Troper

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.
H.M. Troper

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 'settlermmemo 3ks c 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 Ethnicity and the Histo18tial expa6Special

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provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H   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.
Staff

TPS1461H   Special Topics in History of Education
This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H   The Role of Education in Theories of Women's Emancipation: II
This course is designed as a follow-up to TSP1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
Staff

TPS3423H   Education and Family Life in the Modern World: II
This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TSP1422H or permission of instructor.
D. Levine

TPS3428H   Minority Concerns and Education in Canadian History: Selected Topics
A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TSP1428H, TSP1429H, or permission of instructor.
H.M Troper

TPS3452H   Individual Reading and Research in the History of Education: Doctoral Level
Description as for TSP1452H.
Staff

TPS3461H   Special Topics in History of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H   Ed.D. Seminar in the History of Education: 1
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.
Staff

TPS3491H   Ed.D. Seminar in the History of Education: II
See description for course TSP3490H.
Staff

TPS3494H   Doctoral Practicum in the History of Education: I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H   Doctoral Practicum in the History of Education: II
See description for course TSP3494H.
Staff

Other courses accepted for credit
The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education
TPS1801H   The History of Higher Education in Canada: An Overview
TPS1820H   The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H   The Idea of the University and the College

Sociology and Equity Studies in Education
SES1904H   Sociological Theory in Education
SES1983H   Gender and Historical Sociology

Philosophy of Education Field

Dwight Boyd, Ed.D. (Harvard)
Professor and Program Coordinator
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor
(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Maureen Ford, Ph.D. (Toronto)
wT i Assistant Professor seda n I (wTt de 3504.0 cT
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjec-tivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers' professional development)

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

Professors Emeriti
Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

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. which requires a major research project/paper. 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 22 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education
The M.Ed. degree in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

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of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a 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. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three 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 165 - 168.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

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, is mandatory unless it, or an equivalent, has been taken previously. Three 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 165 - 168.) 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 special-ization in Philosophy of Education will be required to establish equivalency with the OISE/UT 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.

NOTE: All Ph.D. candidates are required to write a comprehensive examination.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with 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
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TPS1436H Modernity and Postmodernity in Social Thought and Education

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

TPS1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.
J. Portelli

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and 'counterpoints' to the tradition.
M. Ford

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.

D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D.R. Boyd

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of techno-

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TPS1516H

Staff

TPS1453H   Individual Reading and Research in the Philosophy of Education: Master's Level
This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1462H   Women, Literature, and Education

TPS3484H   Doctoral Practicum in the Philosophy of Education: I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H   Doctoral Practicum in the Philosophy of Education: II
See description for course TPS3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning
CTL4008H Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)
TPS1024H

Addiction Studies

The graduate units of Adult Education and Counselling

Further information is available from:

Adult Education and Community Development Program
Ardra Cole
Telephone: 416-923-6641 ext. 2497
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-923-6641 ext. 2346
E-mail: lstermac@oise.utoronto.ca

Aging and the Life Course Collaborative Program
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

Comparative, International and Development Education

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

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

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

Adult Education and Counselling Psychology
• Adult Education and Community Development Program through the Community, International and Transformative Learning research area

Curriculum, Teaching and Learning
• Curriculum Program
• Measurement and Evaluation Program
• Second Language Education Program
• Teacher Development Program

Sociology and Equity Studies in Education
• Sociology in Education Program

Theory and Policy Studies in Education
• Higher Education Program
• History and Philosophy of Education Program

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

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

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 22 - 28), and departmental requirements as outlined elsewhere in this *Bulletin*, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants **are strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals. Applicants are also strongly encouraged to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator.

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

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

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

Faculty Advisors

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

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

Further information is available from:

Joseph P. Farrell, Program Coordinator and Head of the Comparative, International, and Development Education Centre (CIDEC)

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Further information is available from:

Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

TBA
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 6801

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman
IES Graduate Student Advisor
Institute for Environmental Studies, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

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, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS 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.

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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/UT departments. The interdepartmental research areas described here 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/UT 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 enrol in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

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 roles of various educational institutions and policies 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.

Aboriginal focused courses include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this research area include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aboriginal content hers rtio6u71I/99ences,this research rsessted ince

Further information is available from:

Judy Iseke-Barnes (SESE) Coordinator
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca
OR
Eileen Antone, (AECP and the Transitional Year Program)

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/UT 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/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources 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; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

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

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.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. 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/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 175.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: J. Gaskell (Dean); B. Burstow, A. Cole, 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, L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, R.B. Folson, M. Eichler, J. Iseke-Barnes, 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 from the Centre for Women's Studies in Education (CWSE).

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: www.oise.utoronto.ca/~cwse
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

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.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Nathalie Belanger
Department : CTL, SESE
Téléphone : 416-923-6641 poste 2323
Télécopieur : 416-926-4714
Courrier électronique : nbelanger@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Website : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT 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: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635

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 Visitor position 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/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 175) and Women's Studies/Feminist Studies (page 177) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 127).

Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-139
Telephone: 416-923-6641 ext. 2362

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing.

Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 170 - 171.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Carl Corter
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: www.oise.utoronto.ca/ics/

The Centre 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 science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collaboration among faculty, graduate students, and Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-238
Telephone: 416-923-6641 ext. 2538
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, 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/UT Education Commons.

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky
Department: AECP
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 Ext. 2595
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 inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include 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)

Objectives:

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/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers three regional Field Centres.

Because of their geographical location and their close

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, school councils, 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: 807-4752-8149

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.

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

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 defined as the shortest length of time a student must be registered in that program, on a full-time basis, 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.

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:

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.

Ed.D. 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.

Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program.

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.

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.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.
✦ The **Ed.D. in Higher Education** in the Higher Education Program
✦ The **Ed.D. for Community College Leaders** in the Higher Education Program

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 2003/2004 academic year the Academic Fee for a half-course was $1,010.55.40 (International Students, $1,973.55).

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 $31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2003/2004 the cost for twelve months was $612.47 for a single student, $1,224.94 for a family of two, and $1,938.68 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.mercer.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/UT 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 2003/2004 academic year the minimum charge was $173.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2003/2004 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed and fees must be paid 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.

M.Ed. students must apply to graduate by submitting an **Application to Graduate** card (see page 23, section f).

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT 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/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. 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 2003/2004 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT 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/UT 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/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

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 2003 to April 2004, a Graduate Assistantship had a value of $9766 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to the Ph.D. program must complete a graduate assistantship application form and submit it with their application for admission. An application for admission will be considered incomplete without the Graduate Assistantship application form. Continuing students in the Ph.D. program who are in the guaranteed cohort and not currently holding a Graduate Assistantship must also submit an application for a Graduate Assistantship.

Applications are available from: **http://fcis.oise. utoronto.ca/~stuserv/contents/gradstud.htm**

Applicants to a new degree program must submit two copies of their completed Graduate Assistantship application with their application for admission to the Registrar's Office by December 1, 2004.

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The essay must be submitted by January 31 to:
Mary MacDonell
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT'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/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) 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/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
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/UT.

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.

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.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

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 $17,700 in 2003/2004.

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 mid-October for the following academic year, will be announced by the Student Services Office in the Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association 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 three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham 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/UT. 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/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is 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:
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE/UT Bursary

The OISE/UT 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 applicationsc 0.422ergob

withheld from members of the committee. For details of the bursary program, and to download applications, please visit the Student Services website: **http://fcis.oise. utoronto.ca/~stuserv/contents/gradstud.htm**

Emergency Student Loans

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Please inquire at the reception desk in Student Services, Room 5-103

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 bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated and grave nature. Applications are available in Student Services, Rm 5-103

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT 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, *'Getting There'*. 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 Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the

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/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT 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/UT; 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/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

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/UT'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/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. 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: 416-926-4702
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/UT. 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: Louise Cowin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8148 TD -0.03U i0mr Stre0 Tj6-36.7

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 acheiving 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 1A1
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: 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 2003/2004, excluding tuition:

Accommodation	$7,200
Books/Supplies	917
Clothing	600
Food	3,895
Health insurance (UHIP) (international students)	612
Local transportation	1122
Miscellaneous	3,587
TOTAL	**$17,933**

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
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
FAX: 416-978-1099
Website: www.utoronto.ca/communitysafety/

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)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.sa.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most

appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

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
Website: www.utoronto.ca/harthouse

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
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: 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, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: http://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: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/isc/

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: Koffler Student Services Centre
214 College Street, Room 307
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: http://lgbtq.sa.utoronto.ca

NOTE: Students should consult the 2004/2005 *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, e.g.:

- Research Ethics
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
-

IPR-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 enrolment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final

Academic Staff
(as of January 2004)

Please consult individual departmental sections for academic details and interests of staff: AECP (page 35); CTL (page 62); HDAP (page 102); SESE (page 124); TPS (page 139).

Abbey-Livingston, Diane, AECP
Abracen, Jeff, AECP
Acker, Sandra, SESE, TPS
Ahia, Francis, CTL
Aitken, Johan L., CTL
Allen, Guy, CTL
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
Arnold, Mary Louise, HDAP
Astington, Janet, W. HDAP
Atkinson, Lesley, HDAP
Austin, Zubin, TPS
Axelrod, Paul, TPS
Bagby, R. Michael, AECP
Baryshrik, Janice, HDAP
Bascia, Nina, TPS
Batty, Helen, P. TPS
Beattie, Mary, CTL
Beck, Clive M., CTL
Bélanger, Nathalie, CTL, SESE
Bencze, John Lawrence, CTL
Benner, David G, HDAP
Bennett, Barrie, CTL
Bereiter, Carl, HDAP
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Blanchard, Ray, AECP
Bogdan, Deanne, TPS
Bohr, Yvonne, HDAP
Boler, Megan, TPS
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brecher, Diana R., AECP
Brett, Clare, CTL
Broley, Pam, AECP
Brown, Ian, HDAP
Burstow, Bonnie, AECP
Buzzell, Nancy, AECP
Byrne, P. Niall, TPS

Cameron, Linda, CTL
Campbell, Colin, AECP
Campbell, C. Elizabeth, CTL, TPS
Caravias, Mary, HDAP
Carmichael, Isla, AECP
Caspary, Art, HDAP
Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECP
Caswell, Bev, HDAP
Chen, Charles P. , AECP
Childs, Ruth A., CTL
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Cole, Ester, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Coolbear, Jennifer, HDAP
Cooper, Karyn, CTL
Corter, Carl, HDAP
Courbasson, Christine, AECP
Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cusimano, Michael, TPS
Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Davie, Lynn E., CTL
Davis, John E., TPS
Day, Rod, AECP
Dehli, Kari, SESE
Dei, George J. S., SESE
Denisoff, Eilenna, AECP
Deutsch, Robert, AECP
Dhruvarajan, Vanaja, TPS
Diamond, C. T. Patrick, CTL
Dietsche, Peter, TPS
DiFranco, Michael, HDAP
Draper, James A., AECP
Drugovic, Mira, AECP
Ducharme, Joseph, HDAP
Durand, C., HDAP
Earl, Lorna M., CTL, TPS
Eichler, Margrit, SESE
Evans, D. Mark, CTL
Farrell, Joseph P., AECP, CTL
Fawcett-Carter, Marie, HDAP
Feak, Marcus, AECP

Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Firsten, Temi, AECP
Fisher-Brillinger, Margaret, AECP
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fraser, Don, CTL
Freeman, S., HDAP
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Gardner, Paula, AECP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillies, Laurie A., AECP
Gillis, J. Roy, AECP
Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Gordon, Robert A., TPS
Grimes, Catherine, HDAP
Grusec, Joan, HDAP
Guttman, Mary Alice, AECP
Haché, Denis, TPS
Halewood, C., HDAP
Hamovitch, Gregory, AECP
Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hatton, Michael J., TPS
Hayhoe, Ruth E.S., TPS
Heller, Monica, SESE
Helwig, Charles, HDAP
Hersen, R., HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, HDAP, TPS
Hilliard, Robert, TPS
Ho, Monita, HDAP
Hodson, Derek, CTL
Holloway, Robin, HDAP
Hong, Guanglei, CTL
Howe, Nina, HDAP
Humphries, Thomas W., HDAP
Hunt, David, AECP
Hyman, Avi, TPS
Ilacqua, Giorgio, HDAP
Iseke-Barnes, Judy, SESE
Jackson, Nancy S. AECP

Jacobs, Merle, TPS
Janzen, Katharine, TPS
Jasper, Karin R, AECP
Jenkins, Jenny, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECP
Joshee, Reva, TPS
Kaczmarzyk, Iwona, HDAP
Kamrad, Jack, HDAP
Keating, Daniel, HDAP
Kelly, Brendan, CTL
Kennedy, Margo, AECP
Kilbourn, Brent S., CTL, TPS
Kimel, J., HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL
Labrie, Normand, CTL
Laden, Berta Vigil, TPS
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lane, Heather, TPS
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
Leader, Ermine T., AECP
Leithwood, Kenneth A., TPS
Leitner, Karen, HDAP
Lenskyj, Helen, SESE
L'Espérance, N., HDAP
Levine, David, TPS
Lewis, Marc, HDAP
Lindsay, Peter, HDAP
Lingard, Lorelei, TPS
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
Logan, Robert K., CTL
MacDonald, Jodi, TPS
Mackay, Sherri, AECP, HDAP
Magnusson, Jamie-Lynn, TPS
Manassis, Katherine, HDAP
Marino, Charles, AECP
Martin, Darcy, AECP
Martindale, M., HDAP
Mascall, Blair, TPS
Mason, Jean S., CTL
Mayer, Hanna, AECP
McCall, Cynthia, HDAP
McDougall, Douglas E., CTL
McIntyre, Maura, AECP
McLean, Heather, AECP
McLean, Leslie D., CTL
McLean, Mona, HDAP
McLean, Robert S., CTL
McLean, Ruth W., AECP
McLeod, Keith, AECP

Meade, Edward, AECP, HDAP
Mendlowitz, Sandra, HDAP

Stewart, Dermot, HDAP
Stewart, Malcolm J., AECP
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Switzman, Lorne, AECP
Sykes, Heather, CTL
Szabo, Paul, HDAP
Tal, Naomi, HDAP
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Thomas, Suzanne, AECP
Toharia, Angeles, HDAP
Toneatto, Anthony, HDAP
Toner, Brenda, AECP
Toplak, Maggie, HDAP
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trehub, Sandra, HDAP
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Tryphonopoulos, Jeannie, HDAP
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wane, Njoki Nathani, SESE
Warling, Diane, AECP
Warner, Ronald E., AECP
Wasson, Christine, HDAP
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Weininger, E., HDAP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wilson, Robin J., AECP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Wong, Jeffrey, HDAP
Woodruff, Earl, CTL, HDAP
Worling, James, HDAP
Young, Stacey J., TPS
Zelazo, Philip, HDAP
Zimmerman, Sara, HDAP
Zuker, Marvin A., TPS

Chancellor
The Honourable V. Poy, B.A., M.A.

Chair, Governing Council
T.H. Simpson, B.A.Sc., M.B.A., LL.D.

President and Chief Executive Officer
R.J. Birgeneau, B.Sc., Ph.D.

Vice-President & Provost
TBA

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Vice-President, Business Affairs and Chief
Financial Officer
F.P. Chee, B.Sc., M.Sc., M.B.A.

Vice-President, Government and Institutional Relations

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