

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

## Graduate Studies in Education

### 2007/2008 Bulletin

#### Application and Admission Inquiries

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**Telephone:** 416-923-6641 ext. 2663  
**Fax:** 416-323-9964  
**E-mail:** [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

#### Current Student Registration Inquiries

**Website:** [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)  
**Fax:** 416-323-9964



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# Important notices

## Applications/Admissions

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

## Changes to Fees

At time of publication, the 2017/2018 fees schedule has not yet been established. The amounts quoted in the Fees section, pages 19–192, are from the 2016/2017 schedule. The university reserves the right to alter the fees and other charges described in this *Bulletin*.

## Changes in Programs of Study and/or Courses

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

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

## Copyright in Instructional Settings

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

## Course Deadlines• Prerequisites• Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 1–11). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

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

## Enrollment Limitations

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

## English Language Facility

reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 3–31.

## Full Time/Part Time Course Load

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

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

## Notice of Collection

The university of Toronto respects your privacy. Personal information that you provide to the university is collected pursuant to section 2(14) of the university of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in

accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

**Location** McMurrich Building, Room 211

12 Queen's Park Crescent West

Toronto, Ontario M5S 1A5

**Phone** 416-946-7333

**Website** [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy)

## Person IN N(Student Number)

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

## Policies and Regulations

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 the University, the student assumes certain responsibilities to the University and to the University and, if admitted and registered, shall be subject to all rules, regulations and policies as amended from time to time.

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

# History and Function of

## Mission

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

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

## History

The Faculty is celebrating one hundred years of education at the University of Toronto this year. In 1916, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers is best performed where theory and practice can be made to supplement each other, a Faculty of Education was established at the University of Toronto. The first class of 21 students entered the faculty in 1917 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical helper and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1917, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1927, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, OCE was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments. The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1967, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education, while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, the Faculty and FEUT each pursued their mandates and activities separately after 1967. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with its graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, CS began offering a two-year child development-based initial teacher education program.

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

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

In 1983, the University of Toronto and struck a joint committee to explore the possibility of integrating FE T and . The committee, chaired by Professor Lorna Marsden, recommended that FE T and 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 nor FE T fully supported this recommendation and it was not pursued. However, a tripartite joint Council on Education was established /FE T/ T to explore areas of common interest.

In 1983, the provincial government's Treasurer announced his intention to transfer's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, and the University entered into negotiations toward a possible integration of and FE T 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 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 , FE T and S S , a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FE T faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the of T and to 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 FE T and , the working of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

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

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and

responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

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

Today, 11 years after its origins, employs 1 full-time academic staff, 132 permanent administrative staff and 1 sessional and part-time staff. It teaches almost 1,000 students, of whom 130 are preparing to be teachers, 200 are taking graduate degrees, and over 600 are taking professional development courses accredited by the College of Teachers. It continues to value the integration of theory and practice, but on a much larger scale than its founders envisaged.

### ision

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

### irectors of the Ontario Institute for Studies in Education

R.W. Macdonald	1963 - 1977
C.C. Pitt	1977 - 1983
J. Shapiro	1983 - 1986
W. Pitman	1986 - 1992
A. Ruger	1992 - 1999
A. Hildyard	1999 - 1996

### eans of the Faculty of Education

W. Penham	1977 - 1934
J. Althouse	1934 - 1944
A.C. Lewis	1944 - 1983
J.C. Dilt	1983 - 1963
D.F. Dadson	1963 - 1973
J.O. Barrett	1974
J.C. Richter	1977 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M. J. Fullan	1988 - 1996

### eans of the University of Toronto

M. J. Fullan	1996 - 2003
J.S. Aspell	2003 -

# and SGS Administrative Officers (Fartial ist)

## School of Graduate Studies

**Susan Pfeiffer, Ph.D.**

Dean

**Elizabeth Cowper, Ph. D.**

ice-Dean, Programs

**Heather Kelly, B.A., M.A.**

Student Services Director

**Mingyao Liu, M.D.**

Associate Dean, Life Sciences

**J. J. Berry Smith**

ice-Dean, Students

## ean's Office

**Jane S. Gaskell, Ed.D.**

Dean

**Glen A. Jones, Ph.D.**

Associate Dean, Academic

**Normand Labrie, Ph.D.**

Associate Dean, Research and raduate Studies

**N. Carol Rolheiser, Ph.D.**

Associate Dean, Teacher Education

## Endox ed haires

**Carl Corter, Ph.D.**

The At inson Charitable Foundation Chair in Early  
Childhood Development and Education

**Marlene Scardamalia, Ph.D.**

The Presidents Chair in Education and nownledge  
Technologies

**Michael Skolnik, B.Phil.**

The William . Davis Chair in Community College  
Leadership

## anada esearch haires

**David Livingstone, Ph.D.**

Canada Research Chair in Lifelong Learning and Wor

**Chris Moore, Ph.D.**

Canada Research Chair in Social Cognitive Development

**Karen Mundy, Ph.D.**

Canada Research Chair in lobal overnance and  
Comparative Educational Change

**Keith Stanovich, Ph.D.**

Canada Research Chair in Applied Cognitive Science

**Rinaldo Walcott, Ph.D.**

Canada Research Chair in Social ustice and Cultural  
Studies

## epartment haires

**Marilyn Laiken, Ph.D.**

Adult Education and Counselling Psychology AECF

**Dennis Thiessen, Ph.D.**

Curriculum, Teaching and Learning CTL

**Janet W. Astington, Ph.D.**

uman Development and Applied Psychology DAP

**George J. Sefa Dei, Ph.D.**

Sociology and Equity Studies in Education SESE

**Reva Joshee, Ph.D.**

Theory and Policy Studies in Education TPS

## epartment Associate haires

**Niva Piran, Ph.D.**

Adult Education and Counselling Psychology AECF

**Tara Goldstein, Ph.D.**

Curriculum, Teaching and Learning CTL

**Douglas McDougall, Ed.D.**

Curriculum, Teaching and Learning CTL

**Michele Peterson-Badali, Ph.D.**

uman Development and Applied Psychology DAP

**Kari Dehli, Ph.D.**

Sociology and Equity Studies in Education SESE

**TBA**

Theory and Policy Studies in Education TPS

## Held entre eads

**Wayne Seller, M.Ed.**

Coordinator, Technology-Mediated Off-Campus  
Programs, orthwestern Centre

**John A. Ross, Ph.D.**

Trent alley Centre



## Library/Education Commons

**Robert D. Cook, B.A., M.A.**

Co-Director, Technology

**Judith Snow, B.A., B.L.S.**

Co-Director, Library

**Carl Bereiter, Ph.D.**

Co-Director, Programs and Research

### Librarians

Alerie Downs, B.A., M.L.S. McGill

Marian Press, M.L.S., M.A. Toronto

Patricia Serafini, M.L.S. WO

Stephanie Swift, M.A. Toronto, M.L.S. Western

Ontario

## Registrar's Office

**Eucline Claire Alleyne, Ed.D.**

Registrar

**Kim Holman, B.A.**

Assistant Registrar, Admissions

**Jo Paul**

Assistant Registrar, Registration/ Graduation

**Lisa Chinchamie, B.Sc., M.A.**

Liaison Officer, Graduation

**Gladys Lim, B.Sc.**

Liaison Officer, Admissions

**Celia Correa, B.Sc., M.Sc., M.A.**

Liaison Officer, Admissions

**Christine Fung**

Liaison Officer, AECP, DAP and CTL - M.T.

**Linda Pereira**

Liaison Officer, CTL

**Lynn Romero**

Liaison Officer, SESE, TPS and CTL - T.D.

## Dean's Advisory Board

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Secretary-Treasurer, Ontario Teachers Federation

**Gerry Connelly**

Director of Education, Toronto District School Board

**Philip M. Dewan**

Principal, Counsel Public Affairs Inc.

**Rosemary Evans**

Director, Academic Studies, Cranston College

**Avis Glaze**

Chief Executive Officer, Literacy-Numeracy Secretariat,  
Ministry of Education

**Paul Gooch**

President, Victoria University, University of Toronto

**Penny Milton**

Chief Executive Officer, Canadian Education Association

**Eric Roher**

orden Ladner Services

**Anne Sado**

President, George Brown College of Applied Arts and  
Technology

**Haroon Siddiqui**

Editor Emeritus, The Toronto Star

**Charles Ungerleider**

Director, Research Knowledge Mobilization, Canadian  
Council on Learning

# Sessional Dates and Deadlines

**Please note the following:**

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

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

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

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

[www.provost.utoronto.ca/English/Other-University-Policies.html](http://www.provost.utoronto.ca/English/Other-University-Policies.html)

## 2007

- January 8 Lectures begin for the 2007 Winter Session
- January 12 Deadline for registration for students beginning their programs in the 2007 Winter Session. After this date a late registration fee will be charged
- January 12 Final date to request a deferral of admission from the 2007 Winter Session to the 2008 Winter Session
- January 16 Grade submission date for the 2006 Fall Session courses. Grades will be available on ROS via SWS approximately one week after this date
- January 16 Deadline for SDF designation for 2006 Summer Session, first and second term courses to be changed to a regular grade, an "C" 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 2006 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. This date is crucial for meeting School of Graduate Studies deadlines
- January 19 Deadline for adding 2007 Winter Session courses
- January 26 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
- March 2 Deadline for withdrawing from the 2007 Winter Session and full-year courses without academic penalty

**2007 continued**

- March 2 Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 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 12-16 Midwinter break in the Ontario school system - no classes scheduled
- March 1 Deadline for Master's students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2007 Winter Session
- March 19-23 Course selection information will be available for continuing students, for the 2007 Summer Session, 2007 Fall Session **and** the 2008 Winter Session
- April Last day of 2007 Winter Session and full-year lectures
- April 6 Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, first term
- April 6 Good Friday - University closed
- April 1 Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2007 Summer Session, first term courses
- April 19 Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Master's degrees to be awarded at Spring Convocation. This date is crucial for meeting School of Graduate Studies deadlines
- April 19 Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit  
 • **For Ph.D. - at least nine working weeks before this date**  
 • **For Ed.D. - at least seven working weeks before this date**
- April 24 Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
- April 27 Deadline for adding 2007 Summer Session courses May June - May August **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
- April 3 Continuing students should select courses for the 2007 Summer Session, the 2007 Fall Session and the 2008 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
- May 4 Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, second term, **and** the 2007 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 7 Lectures begin for the 2007 Summer Session, first term
- May 11 Deadline for registration for 2007 Summer Session courses which begin in May
- May 11 Deadline for registration for 2007 Summer Session Independent Study and Research
- May 1 Grade submission date for 2007 Winter Session and full-year courses. Grades will be available on ROS via SWS approximately one week after this date

**2007 continued**

- May 1 Deadline for SDF designation for 2006 Fall Session courses to be changed to a regular grade, an **C** or a failing grade
- May 15 Deadline for adding 2007 Summer Session courses which begin in May
- May 21 Victoria Day University closed
- June 1 Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, second term
- June 8 Deadline for dropping 2007 Summer Session, first term courses
- June 8 Spring Convocation - Ph.D., Ed.D., M.Ed., M.A.
- June 13 Deadline for adding 2007 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
- June 1 Last day of 2007 Summer Session, first term lectures
- June 1 Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2007 Summer Session, second term courses
- June 22 Spring Convocation - M.A. CSE, M.T. 10:00 am
- June 29 Deadline for dropping 2007 Summer Session, May to August courses
- July 2 Canada Day University closed
- July 3 Lectures begin for the 2007 Summer Session, second term
- July 6 Deadline for registration, without late fee, for 2007 Summer Session, second term
- July 6 Final date to request a deferral of admission from the 2007 Summer Session to the 2008 Summer Session
- July 12 Deadline for adding 2007 Summer Session, second term courses
- July 1 Deadline for Master's students to request convocation in the Fall if **all** degree requirements will be completed in the 2007 Summer Session
- July 24 Grade submission date for 2007 Summer Session, **first term courses.** Grades will be available on ROS via SWS approximately one week after this date
- July 27 Deadline for dropping 2007 Summer Session, second term courses
- July 31 Deadline for adding 2007 Fall Session and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
- August 3 Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Fall Session
- August 6 Civic Holiday University closed
- August 13 Last day of 2007 Summer Session, second term lectures
- August 31 Recommended date for payment of fees for the 2007/2008 academic year

**2007 continued**

September 3	Labour Day – university closed
September	Deadline for submission of individual Reading and Research course approval forms for 2007 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 1	Lectures begin for the 2007 Fall Session and full-year courses
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. This date is crucial for meeting School of Graduate Studies deadlines
September 14	Deadline for 2007/2008 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 14	Final date to request a deferral of admission from the 2007 Fall Session to the 2008 Fall Session
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit <ul style="list-style-type: none"> <li>• <b>For Ph.D. - at least nine working weeks before this date</b></li> <li>• <b>For Ed.D. - at least seven working weeks before this date</b></li> </ul>
September 18	Grade submission date for 2007 Summer Session, <b>second term courses</b> . Grades will be available on ROS via SWS approximately one week after this date
September 18	Deadline for SDF designation for 2007 Winter Session courses to be changed to a regular grade, an NC or a failing grade
September 28	Deadline for students whose degrees are to be conferred at Fall Convocation to submit the final Ph.D. or Ed.D. thesis
October	Deadline for adding 2007 Fall Session and full-year courses
October	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
October 8	Thanksgiving Day – university closed
October 1	Deadline for Master's students to request convocation in March in absentia or in the Spring if <b>all</b> degree requirements will be completed in the 2007 Fall Session
November 1	Final date to request a change of start date from the 2007 Summer Session or the 2007 Fall Session to the 2008 Winter Session
November 2	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to the 2008 Winter Session
November 2	Deadline for withdrawing from 2007 Fall Session courses without academic penalty
November 14	Fall Convocation - M.Ed., M.A., M.T., Ed.D., Ph.D. see <b><a href="http://www.utoronto.ca/convocation">www.utoronto.ca/convocation</a></b>
November 3	Last day of lectures for the 2007 Fall Session

## 2007 continued

- December 3 Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, the 2008 Fall Session and the 2009 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
- December 3 Deadline for receipt of applications for a 2008 Fall Session and 2009 Winter Session Graduate Assistantship for full-time study only
- December 1 Deadline for adding 2008 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
- December 1 Deadline for submission of Individual Reading and Research course approval forms for the 2008 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
- December 24 - January 4 University closed

## 2008

- January 7 Lectures begin for the 2008 Winter Session
- January 11 Deadline for registration for students beginning their programs in the 2008 Winter Session. After this date a late registration fee will be charged
- January 11 Final date to request a deferral of admission from the 2008 Winter Session to the 2009 Winter Session
- January 1 Graduate submission date for the 2007 Fall Session courses. Grades will be available on ROS via SWS approximately one week after this date
- January 1 Deadline for SDF designation for 2007 Summer Session, first and second term courses to be changed to a regular grade, an F or a failing grade
- January 17 Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday
- For Ph.D. - at least eleven working weeks before this date
  - For Ed.D. - at least nine working weeks before this date
- January 17 Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. This date is crucial for meeting School of Graduate Studies deadlines
- January 17 Deadline for master's degree students who completed degree requirements in the 2007 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. This date is crucial for meeting School of Graduate Studies deadlines
- January 18 Deadline for adding 2008 Winter Session courses
- January 28 Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of the Governing Council
- February 29 Deadline for withdrawing from the 2008 Winter Session and full-year courses without academic penalty

**2008 continued**

March 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
March 1 -14	Midwinter break in the Ontario school system - no classes scheduled
March 1	Deadline for Master's students to request convocation in June if <b>all</b> degree requirements, comprehensives and/or research will be completed in the 2008 Winter Session
March 17-2	Course selection information will be available for continuing students, for the 2008 Summer Session, 2008 Fall Session <b>and</b> the 2009 Winter Session
March 21	Good Friday - university closed
April 4	Last day of 2008 Winter Session and full-year lectures
April 4	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2008 Summer Session, first term
April 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit <ul style="list-style-type: none"> <li>• <b>For Ph.D. - at least nine working weeks before this date</b></li> <li>• <b>For Ed.D. - at least seven working weeks before this date</b></li> </ul>
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Master's degrees to be awarded at Spring Convocation. This date is crucial for meeting School of Graduate Studies deadlines
April 23	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 3	Continuing students should select courses for the 2008 Summer Session, the 2008 Fall Session and the 2009 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, second term, <b>and</b> the 2008 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
May 16	Grade submission date for 2008 Winter Session and full-year courses. Grades will be available on ROS via SWS approximately one week after this date
May 16	Deadline for SDF designation for 2007 Fall Session courses to be changed to a regular grade, an F or a failing grade
May 19	Victoria Day - university closed
June 6	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2008 Summer Session, second term
June T A	Spring Convocation - see <b><a href="http://www.utoronto.ca/convocation">www.utoronto.ca/convocation</a></b>





- b Two half-courses which run for both the Fall and Winter Sessions
- c One full course which runs for both the Fall and Winter Sessions

### Study in Summer Session

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

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

**The EdN in Bachelor Education** in the Higher Education Program

**The EdN for Community College Leaders** in the Higher Education Program

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

### Off-campus/ Distance Education

offers off-campus sections of some courses.

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

### Application Procedures

Applicants may contact their local Field Centre (see listing in Research and Field Activities section, pages 154 - 159). Application information is available at [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca).

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

### Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 3 - 169.

Students who have selected off-campus sections of courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

### 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.

### 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.

### 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
- 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 EdN in Bachelor Education** in the Higher Education Program

**The EdN 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 department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

## Flexible-time FhN

Flexible-time Ph.D. degree programs are offered in Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, Higher Education, Second Language Education and Sociology in Education, and differ from the regular full-time Ph.D. degree programs in design, delivery, and funding. Consult page 27, and the departmental sections, on pages 3 - 169 for further details.

## Dual Registration for M.A. and FhN Students

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

- The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.
- Permission has been granted by .
- 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.
- The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

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

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

## Transfer Credit

Students who have completed graduate courses beyond that required for admission to an degree program may be granted credit for up to two half-courses, or 2 of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

## Continuity of Registration

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

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

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

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

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

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

## Leave of Absence

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

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

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

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

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

## Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 1 - 1 . Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record transcript with a WDR (Withdrawal) notation. Should a

student continue in the course but not complete the requirements for the course, it will remain on the record transcript and a grade of incomplete (C) or Failure (F) will be assigned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 1 - 1 . These dates are mandatory. They represent the dates on which the grades are due in the Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

## NOTES

1) Only in extenuating circumstances would an appeal for an extension beyond the final deadline dates be considered.

2) Throughout a degree program at U of T, it is the student's responsibility to ensure that the Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

## Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Registration Unit, Room 4-48 . A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

## Grade Reports

Grades will be available on ROS via the Student Web Service at <[www.rosi.utoronto.ca](http://www.rosi.utoronto.ca)>. Please refer to the Sessional Dates in this *Bulletin* for further information.

## Transcripts

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

University of Toronto Transcript Centre (TTC)  
Room 106, 1 St. George Street  
Toronto, Ontario M5S 3G3  
Telephone 416-978-3384  
Website [www.rosi.utoronto.ca](http://www.rosi.utoronto.ca)

## Exceptions

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

Requests for transcripts should be made to

The Records Officer  
Registrar's Office  
22loor Street West, Room 4-4  
Toronto, Ontario M5S 1G6  
Telephone 416-926-4743  
O 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 \$1.00 for each copy. This charge is subject to change. Transcripts will not be issued for students who have outstanding obligations to the university. See pages 192 and 204. Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 10 working days.

## Criminal Record Report

### School Board Requirements

The Child Study and Education two-year program and the Master of Teaching in Elementary and Intermediate Education program require successful completion of practice teaching in the schools. School boards require students on practice teaching assignments in Ontario schools to complete a satisfactory criminal background check prior to having direct contact with students.

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

The Ontario Education Services Corporation  
E-mail [oesc-cseo@opsba.org](mailto:oesc-cseo@opsba.org)  
Website [www.oesc-cseo.org](http://www.oesc-cseo.org)

## The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of ), provide original documentation of criminal record reports and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a criminal record report which might prevent meeting this teacher certification requirement should be directed to

The Ontario College of Teachers

Telephone 416-961-8888

## Definitions

- A . Additional Qualifications for Educators
- F . Master's Research Paper
- F . Qualifying Research Paper
- SGS . School of Graduate Studies
- OSI . Repository of Student Information

# Minimum Admission and Degree Requirements

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

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

**NOTE** Application procedures are described on pages 28-32.

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

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

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

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

## Master of Education (M.Ed.)

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

### Admission 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. See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 3-169.

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

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

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

- A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
- At least one year of relevant, successful, professional experience.

### Degree Requirements

Applicants must declare their choice of department, degree, program and field at the time of application.

Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program and may increase the degree fee.

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

- a While in some 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 Master's Research Paper.

**Option III - Thesis:**

six half-courses plus a thesis.

**Option IV - Coursework only:**

ten half-courses

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

- b Full-time study, though desirable, is not required.
- c **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

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

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

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

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

- e All requirements for the degree must be satisfactorily completed **within six years** of first enrollment.
- f **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows

**Summer Session completion - apply by July 15**

Students will receive their diploma at the Fall Convocation ceremony.

**Fall Session completion - apply by October 15**

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

**Winter Session completion - apply by March 15**

Students will receive their diploma at the Spring Convocation ceremony.

### Master of Arts (MA)

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

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

Some M.A. degree programs at UTM, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program. Consult departmental information for full details, pages 3 - 169.

## Admission Requirements

- a An appropriate university of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a university of Toronto **mid-B or better** in the final year. See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 3 - 169.

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

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

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

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

## Degree Requirements

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

**NOTE:** Items a, b, and c below, reflect **minimum** program lengths - i.e. the period of time in which students completely immersed in full-time study would be able to complete the program. Some students may take longer than the minimum time.

- 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 Students 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 year of professional education for teaching and successful professional experience, will ordinarily be

required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

- c Students admitted to a **two year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.
- d A thesis. All M.A. students, with the exception of the Child Study and Education Programs which do not require a thesis, must have their thesis committees officially formed as follows:  
**if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration  
**if studying part time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the University-wide Education Ethics Review Committee (EERC) administered by the University of Toronto Research Services (TRS). Please consult the **Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

**NOTE:** Proposals from students whose time limit has lapsed will not be considered by the EERC.

- e In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 3 - 169.
- f **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

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

- g **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**
- h All requirements for the degree must be satisfactorily completed **within five years** of first enrollment for students admitted to one-year six or eight half-course degree programs and **within six years** of first enrollment for students 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. 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 26 - 27 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.

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

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

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

#### Applicants normally must

- a 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** Even 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

**NOTE** In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 2 for further information.

#### Degree Requirements

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

### 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 3 - 169.

#### 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 3 - 169.

- b Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.
- c Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.
- d Ordinarily, one year of professional preparation for education.
- e Successful professional experience in education, or in a relevant field.
- f Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *Guidelines for the QRP*, available from the Registrar's Office, Graduate Studies Admissions Unit or from [www.utoronto.ca](http://www.utoronto.ca).
- g Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 3 - 169.

### Degree Requirements

Applicants must declare their choice of department, degree, program and field at the time of application.

Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some departments, the minimum requirements for the Ed.D. are as follows

- a Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December.
- b In most degree programs, students may begin their studies on a part-time basis. See departmental listings for exceptions, pages 3 - 169.

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

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

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

- d Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.
- e A thesis embodying the results of original investigation conducted by the student under the direction of an advisory thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

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

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the University-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (TRS). Please consult the *Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

**NOTE** Proposals from students whose time limit has lapsed will not be considered by the EERC.

- 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 enrollment as an Ed.D. candidate.

### Doctor of Philosophy (PhD)

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

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

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

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

### Admission Requirements

a A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B or better** in master's courses. Further documentation may be required to establish equivalency. See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 3 - 169.

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section Dual Registration for M.A. and Ph.D. Candidates on page 1.

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

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

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

### Degree Requirements

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

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

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

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

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

c The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the home department.

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

- d Candidates will be required to take a comprehensive examination. Consult specific departments for details.
- e A thesis embodying the results of original investigation conducted by the student under the direction of an advisory thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must have an approved thesis topic, supervisor and an approved thesis committee by the end of the third year of registration, and must have completed all other program requirements.
 

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the University-wide Education Ethics Review Committee (EERC) administered by the University of Toronto Research Services (TRS). Please consult the *Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

**NOTE** Proposals from students whose time limit has lapsed will not be considered by the EERC.
- 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 Ph.D. degree program must be completed within six years of first enrollment as a Ph.D. candidate.

### Flexible-time Ph.D. Degree Programs

The Ph.D. programs in Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, Higher Education, Second Language Education, and Sociology in Education may be undertaken on a flexible-time basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment or other professional work is related to their intended field of study and research interests. The flexible-time Ph.D. differs from the full-time Ph.D. in design, delivery and funding. All requirements for the flexible-time Ph.D. are the same as those for the full-time Ph.D. Students who are considering the flexible-time Ph.D. should ensure that they will have adequate time on campus to attend classes and to fulfill the academic requirements of a Ph.D. program. Students must register full-time for the first four

years of the flexible-time program, and may be part-time thereafter, with their Department's approval.

Students admitted to a flexible-time Ph.D. program are not eligible for an Graduate Assistantship or the Guaranteed Funding Package, nor can they transfer to the full-time Ph.D. Guaranteed Funding cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current *Student Calendar*, available at [www.utoronto.ca](http://www.utoronto.ca).

### Special Students

Special Students must submit an application for admission for each academic year of study. Effective September 2012 and subject to approval, courses taken as a Special Student may count for up to one full course or equivalent or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

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

**NOTE** Students accepted to a doctoral degree program may be required to undertake some prerequisite study as Special Students. Such study can be taken on a full- or part-time basis.

### Full-time Study

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

### Part-time Study

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

# Application Procedures

## Applicants to Degree Programs

### Application for Admission

Although based on the Web including the University of Toronto, School of Graduate Studies on-line application system, the graduate studies application is a self-administered application. Applicants are required to gather all relevant documentation and submit it together with completed signed and dated application forms all in hardcopy to the Registrar's Office, Graduate Studies Admissions Unit. An application should not be submitted to an academic department or to the University of Toronto, School of Graduate Studies.

It is essential to include two copies of each item with the exception of the sample of written work.

**NOTE: Simply entering information on the on line application system is not considered submission of the application for admission.**

**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. Information Applying

For application information and forms, visit the Registrar's Office Website [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

If you require further information, contact  
 Registrar's Office  
 Graduate Studies Admissions Unit, Room 4-48  
 22loor Street West  
 Toronto, Ontario M5S 1A6  
 Telephone 416-923-6641 ext. 2663  
 Fax 416-323-9964  
 E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

### Deadlines

Applicants are encouraged to submit their application package as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 1, 2006**, for registration in the 2006/2007 academic year.

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

If admission remains open, note the following secondary deadlines for receipt of a complete application

March 2, 2007	for 2007 Summer Session First Term (May)
May 4, 2007	for 2007 Summer Session Second Term (July)
May 4, 2007	for 2007 Fall Session September
October 3, 2007	for 2008 Winter Session January

**NOTE:** The deadline for application for the 2008/2009 academic year will be December 3, 2007.

### Non-refundable Application Fee Plus Non-refundable Supplementary Fee

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

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

**NOTE:** For 2007/2008 the application fee is \$9 Canadian and the supplementary fee is \$7 Canadian for a total of \$16. Fees are subject to change for 2008/2009.

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

## Supporting Documentation

Applicants are required to gather all relevant documentation and submit it together with completed, hardcopy signed and dated application for admission forms generated via the University of Toronto, School of Graduate Studies on-line application system.

In exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to the Registrar's Office. All documents sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Further, the University of Toronto, School of Graduate Studies on-line application system assigns an Applicant Number. If submitting supporting documents separate from application for admission forms, this reference number must be included. If documents are not correctly identified, there will be a delay in processing, or the documents may not be received.

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

### a) Transcripts

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

Official transcripts are transcripts received in the Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Applicants must make arrangements to have official transcripts sent to them and then include them in the issuing institutions unopened envelopes as part of an application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, or electronically transmitted transcripts will not be considered official.

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

### b) Letters of Reference

A minimum of two supporting letters of reference, one

academic and one professional, must be included in an application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom the applicant has studied. The professional reference should be from a referee who is familiar with the applicant's professional work and promise.

### c) 'Resumé'

Two copies of an up-to-date resumé or curriculum vitae must be included in an application.

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

### d) Statement of Intent

Two copies of a statement of intent also known as a plan of study must be included in an application. The statement of intent should detail study and/or research interests, career goals and reasons for seeking admission. Applicants may also wish to identify faculty members with whom they are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

### e) Other Documentation

Some departments or programs require additional supporting documentation. Two copies of all other supporting documentation must be included in an application with the exception of the sample of written work. Refer to the relevant departmental sections in the *Bulletin* for further information. For example

Applicants to the School and Clinical Child Psychology Program are requested to submit an additional academic letter of recommendation.

Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.

Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.

Applicants to the Curriculum Studies and Teacher Development Ph.D. program are required to submit their master's thesis or a sample of single-authored scholarly writing.

Applicants to the Second Language Education Ph.D. program who have not completed a master's thesis are required to submit a sample of single-authored scholarly writing.

Applicants to the Higher Education program (excluding M.Ed. degree) are required to submit a sample of their written work.

Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education 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.

**NOTE** In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 2 for further information.

### Non-English Language Facility

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

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

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an Offer of Admission will not be issued until the requirement is fully satisfied.

In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the Registrar's Office, Graduate Studies Admissions Unit, to be considered official. Test scores are valid for two years from the date of testing.

#### Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6111  
Princeton, New Jersey  
41-6111, U.S.A.  
Telephone 1-877-833-346  
E-mail [toefl@ets.org](mailto:toefl@ets.org)  
Website [www.toefl.org](http://www.toefl.org)

Presently, the TOEFL is offered in **three** formats: **paper-based**, on which a minimum total score of 80 is required; must include the Test of Written English component with a minimum score of 20.

**Computer-based**, on which a minimum total score of 237 is required, with a minimum score of 20 on the Essay Rating component.

**Internet-based**, on which a minimum overall score of 93/12 is required, with a minimum score of 22/3 for both the Writing and Speaking components.

The Institution Code is 982.

#### Michigan English Language Assessment Battery (MELAB)

English Language Institute, MELAB Office  
University of Michigan,  
411 East Liberty Street, Suite 3  
Ann Arbor, Michigan  
48104-2298, U.S.A.  
Telephone 1-866-696-3222  
E-mail [melabelium@umich.edu](mailto:melabelium@umich.edu)  
Website [www.lsa.umich.edu/eli/melab.htm](http://www.lsa.umich.edu/eli/melab.htm)

**NOTE**  
The Toronto MELAB Test Centre  
University of Toronto, New College  
41 Willcocks Street, Room 139  
Toronto, Ontario M5S 1C7  
Telephone 416-946-3942  
E-mail [melab.newcollege@utoronto.ca](mailto:melab.newcollege@utoronto.ca)  
Website [www.melab.ca](http://www.melab.ca)

The minimum MELAB score required is 80.

#### International English Language Testing System (IELTS)

University of Cambridge Local  
Examinations Syndicate  
1 Hills Road  
Cambridge, U.K. CB1 2EJ  
E-mail [ielts@ucles.org.uk](mailto:ielts@ucles.org.uk)  
Website [www.ielts.org](http://www.ielts.org)

The minimum IELTS score required is 7.0.

#### The Certificate of Proficiency in English (COPE)

COPE Testing Limited  
288 Danforth Avenue  
P.O. Box 462  
Toronto, Ontario M4M 1J2  
Telephone 416-962-2673  
E-mail [info@copetest.com](mailto:info@copetest.com)  
Website [www.copetest.com](http://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 Preparation Course Academic Preparation Course

22loor Street West, Room 4-16  
Toronto, Ontario M5S 1G6  
Telephone 416-978-1144  
E-mail [scs.esl@utoronto.ca](mailto:scs.esl@utoronto.ca)  
Website [www.learn.utoronto.ca/uoft/esl](http://www.learn.utoronto.ca/uoft/esl)

The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course completed at Level 6 Advanced with a grade of at least C is required.

### 7N Graduate Assistantships

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

#### For more information on Graduate Assistantships contact

Student Services Office  
22loor Street West, Room 222  
Toronto, Ontario M5S 1G6  
Telephone 416-923-6641 ext. 217  
E-mail [gradfinasst@oise.utoronto.ca](mailto:gradfinasst@oise.utoronto.ca)  
Website [www.oise.utoronto.ca/student-services](http://www.oise.utoronto.ca/student-services)

**NOTE:** The University of Toronto is unable to provide adequate financial assistance to international 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 international graduate student. It is very unfortunate when a student cannot continue in their program of study due to financial hardship. See pages 193 - 197 for information on graduate student financial support. Also see pages 190 and 191 for information on International Student Fees.

### 8N Proceeding to Doctoral Degrees

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

## 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 2007 Fall Session but is not able to begin the program until the 2008 Fall Session, the student's request for deferral must be received no later than September 14, 2007. 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 international Graduate Assistantship may not defer the award to the next academic year, unless the offer of admission is within the guaranteed funding cohort. 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 program of study in the Winter Session of the year of acceptance i.e. January. Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

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

## Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Effective September 2 and subject to approval, courses taken as a Special Student may count for up to one full course or equivalent or 2 of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

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

**OTE** Students accepted to a doctoral degree program may be required to undertake some prerequisite study as Special Students. Such study can be taken on a full- or part-time basis.

### Full Time Study

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

### Part Time Study

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

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



# Graduate Programs, Department

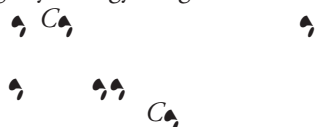
On the following pages is information about graduate studies offered by these five departments - their programs, fields, courses and faculty. Applicants and students may wish to consult the individual department regarding faculty who may be on sabbatical leave during the coming academic year.

## Summary of Departments Programs and Fields

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

### Adult Education and Counselling Psychology

- 1 Adult Education and Community Development Program
- 2 Counselling Psychology Program



### Curriculum, Teaching and Learning

- 1 Curriculum Studies and Teacher Development Program
- 2 Master of Teaching in Elementary and Intermediate Education Program (P/ /)
- 3 Second Language Education Program

### Human Development and Applied Psychology

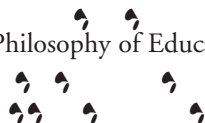
- 1 Child Study and Education Program
- 2 Developmental Psychology and Education Program
- 3 School and Clinical Child Psychology Program

### Sociology and Equity Studies in Education

- 1 Sociology in Education Program

### Theory and Policy Studies in Education

- 1 Educational Administration Program
- 2 Higher Education Program
- 3 History and Philosophy of Education Program



### Collaborative Programs

also participates in several Collaborative Programs. Please see pages 17 - 17 for more information.

## Course Number Explained

Most courses are offered as half-courses, identified by an following the course number. Full courses are identified by a 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 department with which they are identified (see below). Prior to the 199 Summer Session, graduate courses were prefixed with EDT.

<b>AE</b>	Adult Education and Counselling Psychology
<b>CT</b>	Curriculum, Teaching and Learning
<b>YF</b>	Human Development and Applied Psychology
<b>SES</b>	Sociology and Equity Studies in Education
<b>TFS</b>	Theory and Policy Studies in Education

**Joint courses** are indicated by a **Y** as the first letter in the three-letter prefix, or by a three-prefix code of **YIE**.

**Course Number Series.** Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Studies and Teacher Development Program, CTL1 to 1799 series refers to master's level courses (CTL1 to 1999 series refers to doctoral level courses, etc).

## Research Methodology Courses

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

## Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of the 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 1 - 1 .

## Special Topics Courses

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

# Adult Education and Counselling Psychology (AE/C)

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

## Adult Education and Community Development Counselling Psychology

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

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

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

The Department is also involved in several graduate collaborative programs (page 4) as well as the Initial Teacher Education program (page 4).

## General Information

For application information and forms visit the Registrar's Office Website [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-408  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

## For information and out registration contact

Christine Fung, Liaison Officer  
Registrar's Office  
Graduate Studies Registration Unit, Room 4-408  
Telephone 416-923-6641 ext. 266  
E-mail [cfung@oise.utoronto.ca](mailto:cfung@oise.utoronto.ca)

## Academic Information

Susan Hall, Graduate Program Coordinator  
Telephone 416-923-6641 ext. 202  
E-mail [shall@oise.utoronto.ca](mailto:shall@oise.utoronto.ca)

## Adult Education and Community Development Program

Janacy Jackson, Program Coordinator  
Telephone 416-923-6641 ext. 244  
E-mail [nacson@oise.utoronto.ca](mailto:nacson@oise.utoronto.ca)

## Counselling Psychology Program

For specific program information see our website at <http://www.oise.utoronto.ca/depts/aecdcp/cp.php>

Program Coordinator 207/2 ☎  
TBA

## Chair of the Department

Marilyn Lai, Ph.D. Toronto  
Professor  
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## Associate Chair of the Department

Olivia Piran, Ph.D. Texas  
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## Adult Education and Community Development Program

### Faculty

#### Eileen Antone, Ed.D. (Toronto)

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**David W. Livingstone, Ph.D. (Johns Hopkins)**

Professor, cross-appointed from Sociology and Equity Studies in Education

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**Angela Miles, Ph.D. (Toronto)**

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**Kiran Mirchandani, Ph.D. (McGill)**

Associate Professor

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**Karen Mundy, Ph.D. (Toronto)**

Associate Professor, Director, Comparative, International and Development Education Centre and the Collaborative Degree Program in Comparative, International and Development Education and Canada Research Chair in Global Governance and Comparative Educational Change

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**Roxana Ng, Ph.D. (Toronto)**

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**Jack Quarter, Ph.D. (Toronto)**

Professor, Co-Director, Social Economy Centre, cross-appointed to Sociology and Equity Studies in Education

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**Jean-Paul Restoule, Ph.D. (Toronto)**

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**Daniel Schugurensky, Ph.D. (Alberta)**

Associate Professor



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**Jennifer Sumner, Ph.D. (Guelph)**

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**Associated Instructors**

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Organizational development consultant

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**Isla Carmichael, Ph.D. (Toronto)**

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icarmichael@opseu.org

**Guy Ewing, Ph.D. (Toronto)**

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**Margaret Fisher, Ed.D. (Toronto)**

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SS RC Post Doctoral visitor

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**Professors Emeriti**

Joseph P. Farrell, Ph.D. Syracuse

Peter L. Lamin, Ph.D. Cornell

David L. Lunt, Ph.D. Ohio State

Keith McLeod, Ph.D. Toronto

Solveiga Mieitis, Ph.D. Toronto

Edmund J. O'Sullivan, Ph.D. Syracuse

Alan M. Thomas, Ph.D. Columbia

Allen M. Tough, Ph.D. Chicago

**Counselling Psychology Program**

**Faculty**

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**Roy Moodley, Ph.D. (Sheffield, UK)**

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**Niva Piran, Ph.D. (Texas)**

Professor



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**Margaret S. Schneider, Ph.D. (York)**

Associate Professor, cross-appointed to Public Health Sciences



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**Judith A. Silver, Ph.D. (Toronto)**

Lecturer, Co-Director, Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services,



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**Associated Faculty**

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**Sessional Faculty**

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Assistant Professor



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Associate Professor



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International Futurist CEO, Human Resources Strategies Inc.  
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**Internship Supervisors**

**NOTE:** Changes to several of the following can be expected in September 2017.

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Chief Psychologist, Central District Parole, Correctional Service Canada, Toronto

**Donna Akman, Ph.D. (Toronto)**

Psychologist, Centre for Addiction and Mental Health, Toronto

**Dita Andersson Everett, Ph.D. (Boston College)**

Staff Psychologist, University of Toronto Counselling and Learning Skills Service

**Tom Boniferro, Ph.D. (Alberta)**

Coordinator of Psychological Services, Thames Valley District School Board, London

**Lisa Bourque, Psy.D (Adler School, Chicago)**  
 Director of Clinical Training, Dr. Dan Dalton  
 Psychological and Counselling Services, Burlington

**Diana R. Brecher, Ed.D (Toronto)**  
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 Psychologist, University of Waterloo Health Services,  
 Waterloo

**Diane Farr, Ph.D (York)**  
 Chief Psychologist, Senior Centre for Women, Milton

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

**Gregory Hamovich, Psy.D (Rutgers)**  
 Assistant Professor, Counselling and  
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**Karin Jasper, Ph.D (Toronto)**  
 Clinical Specialist, Hospital for Sick Children, Eating  
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**Becky J. Liddle, Ph.D (North Carolina, Chapel Hill)**  
 Associate Professor, Counselling and  
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 Psychologist, St. Catharines Catholic District School Board, Aurora

**Chuck Marino, Ph.D (Edinburgh)**  
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**Heather McLean, Ph.D (Queen's)**  
 Psychologist, Marham Stouffville Hospital, Marham

**Sam Minsky, Ph.D (Toronto)**  
 Director, University of Toronto Counselling and Learning  
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 Psychologist, Ryerson University Counselling and  
 Development Centre, Toronto

**Schrine Persad, Ed.D (Toronto)**  
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 Aurora

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**Johan Reis, Ed.D (Toronto)**  
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 Waterloo

**Farrokh Sedighdeilami, Ph.D (York)**  
 Psychologist, Surrey Place Centre, Toronto

**Lynne Sinclair, Ph.D (York)**  
 Psychologist, Surrey Place Centre, Toronto

**Karen Solomon, Ph.D (Toronto)**  
 Counsellor/Supervisor, University Counselling and  
 Development Centre, Toronto

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

**Tania S. Stirpe, Ph.D (Toronto)**  
 Staff Psychologist, Correctional Service Canada Parole,  
 Toronto

**Jeanne E. Watson, Ph.D (York)**  
 Associate Professor, Counselling and  
 Psychoeducational Clinic, University of Toronto

## Initial Teacher Education Program

### Business Studies

**Lennox Borel, M.A., M.Ed., D.B.A. (Toronto)**  
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**Madeline Dennis, B.A., B.Ed.**  
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### Technological Studies

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

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**Larry Maloney, M.Ed.**

Lecturer

lmaloney@oise.utoronto.ca

### Professors Emeriti

Sabir A. Alvi, Ph.D. Indiana

.R. Bruce Cassie, Ph.D. State at Buffalo

## Initial Teacher Education Program

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

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

The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 1 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

### Initial Teacher Education program for Business Studies

Lennox Borel

E-mail lborel@oise.utoronto.ca

### Initial Teacher Education program for Technological Studies

Sara Mc Itrich

E-mail smcitrich@oise.utoronto.ca

## Collaborative Graduate Programs

### Comparative International and Development Education

#### Program Directors

**Jaren Mundy** Adult Education and Counselling Psychology

**Yoseph FN Harrell** Curriculum, Teaching and Learning

#### Contact

Website [oise.utoronto.ca](http://oise.utoronto.ca)

E-mail [cide@oise.utoronto.ca](mailto:cide@oise.utoronto.ca)

#### Participating Academic Faculty

Angela Miles, Iran Mirchandani, Shahr Ad Moab, Jaren Mundy, Roxanna Ng, Daniel Schugurensky.

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology Curriculum, Teaching and Learning Sociology and Equity Studies in Education and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to 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 directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the Collaborative Graduate Degree Programs section on pages 173 - 177 in this *Bulletin* and on the CIDE Website at [oise.utoronto.ca](http://oise.utoronto.ca). You are strongly advised to contact one of the participating CIDE faculty members listed above, to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

#### Courses

The following is a list of courses offered by the department of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the Collaborative Degree Programs section in this *Bulletin* pages 173 - 177.

AEC112 Community Development Innovation Models

AEC1114 Comparative and International Perspectives in Adult Education



- AEC114 Participatory Research in the Community and the Workplace
- AEC1146 Women, War and Learning
- AEC118 Aboriginal Worldviews Implications for Education
- AEC118 Embodied Learning and the Learning Process
- AEC314 Political Economy of Adult Education in Global Perspectives
- AEC3119 Global Perspectives on Feminist Education, Community Development and Community Transformation
- AEC3131 Special Topics Popular Education Comparative and International Perspectives
- AEC3131 Special Topics Citizenship Learning and Participatory Democracy
- AEC3132 Special Topics in Women in Development and Community Transformation
- AEC3138 Social Theories and Adult Education
- AEC314 Post-colonial Relations and Transformative Education
- AEC3179 Work, Technology and the Knowledge Economy
- AEC318 Global Governance and Educational Change
- CIE11 Introduction to Comparative, International and Development Education

A wide selection of additional courses is available across participating departments. See the entry on pages 173 - 177 in this *Bulletin* or visit the CDE Website [www.utoronto.ca/cde](http://www.utoronto.ca/cde).

## Other University of Toronto Collaborative Graduate Degree Programs

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

### Aboriginal Health

The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations. Further information is available on page 17 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

### Addiction Studies

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 17 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

## Ageing • Palliative and Supportive Care Across the Life Course

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

### Community Development

The two programs in the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program receive a special notation on their transcripts. Further information is available on page 171 of this *Bulletin*, at [www.nursing.utoronto.ca/communitydevelopment.html](http://www.nursing.utoronto.ca/communitydevelopment.html) and from the School of Graduate Studies.

### Participating Faculty

Angela Miles, Catherine Mearns, Daniel Schugurensky

### Courses (from page 72)

- AEC112 Community Development Innovative Models
- AEC114 Community Education and Organizing
- AEC128 Community Mental Health
- AEC3119 Global Perspectives on Feminist Education, Community Development and Community Transformation
- AEC3131 Special Topics Citizenship Learning and Participatory Democracy
- AEC3211 Counselling and Researching in Context Critical Perspectives on Counselling and Health Promotion Research

### The contact person for this program is

Daniel Schugurensky, Department of Adult Education and Counselling Psychology  
 Telephone 416-923-6641 ext. 236  
 E-mail [dschugurensy@oise.utoronto.ca](mailto:dschugurensy@oise.utoronto.ca)

## Environment

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

Jennifer Sumner  
E-mail [sumner@oise.utoronto.ca](mailto:sumner@oise.utoronto.ca)

## Women's Studies (Graduate)

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 (CWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's home department. Further information is available on page 176 in this *Bulletin* and from the *School of Graduate Studies Calendar*.

# Adult Education and Community Development Program

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

AECD faculty emphasize collaborative and relational, approaches to learning. They have a range of research interests in Aboriginal Education Community Education and Development Workplace Learning and Change Health and Wellbeing Creative Inquiry and Adult Learning. Knowledge and learning/teaching outside the academy are honoured and importance is placed on building mutually beneficial connections with diverse individuals, groups, organizations and communities in Canada and abroad.

In their Statement of Intent applicants should indicate which of the five areas of research interest listed in the paragraph above most interests them, and name at least two faculty members whose research interests are closest to their own. The program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies. **If you have Global/International research interests please also indicate this.** For faculty profiles and research interests see pages 36 - 37.

For more detail, see the Departmental Webpage [www.oise.utoronto.ca/depts/aecdcp/ae.html](http://www.oise.utoronto.ca/depts/aecdcp/ae.html)

## General Information

**For application information and forms** visit the Registrar's Office Website [www.oise.utoronto.ca](http://www.oise.utoronto.ca)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-405  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

**For information and registration contact:**

Christine Fung, Liaison Officer  
 Registrar's Office  
 Graduate Studies Registration Unit, Room 4-48  
 Telephone 416-923-6641 ext. 266  
 E-mail cfung@oise.utoronto.ca

**Admission**

Admissions procedures are described in the Application Procedures section, pages 28-32.

Each year, the admissions committee receives many more applications for this Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 21 - 27. Consequently, a number of qualified applicants are disappointed.

Applicants must submit a Letter of Intent which states their scholarly interests and how these will 1) relate to listed faculty research areas, and 2) enhance their own contributions to the field. Applicants must submit the names of two Adult Education and Community Development faculty whose interests most closely match their own thesis-related interests. The Program values experience. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies.

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

**degrees**

**Master of Education**

An appropriate four-year university of Toronto bachelor's degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a university of Toronto **mid B or better** in the final year, is required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program of study normally consists of ten half-courses, usually at the 1st level. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take course AEC111, the Introduction to Adult Education, as well as one research methods course.

Master of Education students can also pursue research in **qualitative 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 qualitative and career research area is available from:**

Dr. Iran Mirchandani, Adult Education and Community Development Program  
 Telephone 416-923-6641 ext. 239  
 E-mail iran@oise.utoronto.ca

**Master of Arts**

An appropriate four-year university of Toronto bachelor's 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 program which can be taken on a full- or part-time basis. In addition to eight half-courses, students complete a thesis based on original research. **This normally requires more than one year!** Mainly, courses at the 1st level will be taken. Four must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students must take AEC111 Outline of Adult Education and AEC112 Master's Thesis Seminar. During their program, students are expected to have exposure to both qualitative and quantitative approaches to research. One half-course in research methods is required. A list of appropriate courses will be maintained in the department. The master's thesis may lay the groundwork for doctoral research.

**Doctor of Education**

**NOTE: The Doctor of Education degree program has been suspended for an indefinite period and has been replaced with the flexible time PhD program (see details follow in )N**

**Doctor of Philosophy**

For admission information, see the Minimum Admission and Degree Requirements section, pages 21 - 27.

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

Full-time Ph.D. students must complete their degree within six years. They begin as a cohort and it is highly recommended that they take AEC312 the required doctoral thesis seminar in the first term of their program.

Flexible-time Ph.D. students must complete their degree within eight years. It is also recommended that they take AEC31 2 in the first term of their program. Degree requirements for both full-time and flexible-time Ph.D. students are six half-courses, at least four of which must be from the Adult Education and Community Development Program. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. A minimum of four half-courses must be at the doctoral/3rd-level, normally including course AEC31 2. Students would also normally take at least one specialized research methods course.

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

## Centres

The following research centres are based in the Department

- Centre for Arts Informed Research
- Comparative International and Development Education Centre
- Transformative Learning Centre

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

- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education

For more detailed information about these and other research and field centres, see pages 124 - 129 of this *Bulletin*.

## Centre for Arts Informed Research (CAIR)

Heads: Ardra L. Cole and Gary Nowles  
Location: 22loor Street West,  
Rooms 7-113 and 7-116  
Telephone: 416-923-6641 ext. 2497 24 3  
E-mail: [acole@oise.utoronto.ca](mailto:acole@oise.utoronto.ca)

E-mail: [gary.nowles@oise.utoronto.ca](mailto:gary.nowles@oise.utoronto.ca)  
Website: [home.oise.utoronto.ca/~aresearch](http://home.oise.utoronto.ca/~aresearch)

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

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

Centre activities include seminars, colloquia, exhibits, workshops, and conferences publishing a data base and resource library funded research training support and facilities coordination and support of research activities for faculty and students international exchanges and exhibits collaborations with art education institutions connections with community organizations and the public and artist-in-residence programs.

## The Comparative International and Development Education Centre (CIDEC)

### Program Directors

Jarenundy • Adult Education and Counselling Psychology

Joseph FN Harrell • Curriculum, Teaching and Learning

### Contact

Website: [oide.nise.utoronto.ca](http://oide.nise.utoronto.ca)

E-mail: [oide@oise.utoronto.ca](mailto:oide@oise.utoronto.ca)

Academic coordination of the interdepartmental C/DEC Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. C/DEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout via a seminar series, an electronic list serve, electronic newsletters, Website and research projects. For more information see our Web page at [oide.oise.utoronto.ca](http://oide.oise.utoronto.ca)

## Transformative Learning Centre (TLC)

Head: Anne Goodman  
Location: 22loor Street West, Room 7-119  
Telephone: 416-923-6641 ext. 2 3  
E-mail: [agoodman@oise.utoronto.ca](mailto:agoodman@oise.utoronto.ca)  
Website: [www.tlcentre.org](http://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 social movement learning, the transformation of contemporary educational and social paradigms, the role of learning in local and global change, and university and community partnerships in research and field development. See page 188 for more information.

## Interdepartmental Research Areas

### Aboriginal Education

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

### Participating AEC Faculty

Sean-Paul Restoule, Eileen Antone, Bonnie Hurstow, Angela Miles

### Further information is available from

Sean-Paul Restoule  
Telephone 416-923-6641 ext. 282  
E-mail restoule@oise.utoronto.ca

### Transformative Learning

The Adult Education and Community Development Program supports involvement in this province-wide interdepartmental research area. See page 188 or contact Anne Goodman agoodman@oise.utoronto.ca for more information.

## Certificate Programs

### Certificate in Adult Education

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

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

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 191 - 192).

### Further information is available from

Amelia Anni, Business Officer  
Telephone 416-923-6641 ext. 2379  
E-mail ananni@oise.utoronto.ca

### Certificate in Adult Training and Development

Director Marilyn Lai  
Location 222loor Street West, Room 7-112

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

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

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

Tuition for the complete program of study for 2016/2017 was \$3,272. Fees information is not yet available for 2017/2018. Modules may be taken individually.

### For further information and/or to register contact

E-mail adulttraining@oise.utoronto.ca  
Telephone 416-923-6641 ext. 282  
Fax 416-926-4719  
Website [www.oise.utoronto.ca/training/](http://www.oise.utoronto.ca/training/)

## Courses

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

### AE 00 Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly required that all master's students include AEC11 in their program of study.

### AE 01 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.

### AE 02 Community Development Innovative Models

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

### AE 03 Introduction to Research Methods in Adult Education

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

### AE 04 Community Education and Organizing

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

### AE 07 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.

### AE 08 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?

### AE 09 Approaches to Teaching Adults

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

### AE 10 Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces: factories, offices, homes, hospitals, shopfloors, etc. and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how gender, race and class can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to do gender in organizational settings.

**AE/ 7 Comparative and International Perspectives in Adult Education**

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

**AE/ 7 Consulting Skills for Adult Educators**

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

**AE/ 10 Creating a Learning Organization**

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

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

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

**AE/ 2 Contemporary Issues in Adult Literacy**

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

**AE/ 0 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.

**AE/ Special Topics in Adult Education**

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

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

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

**NOTE:** This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required once a practicum placement has been arranged by the student. Please contact the instructor for guidelines on arranging the practicum placement.

**AE/ 7 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.

**AE/ 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

current practices in the field. The course offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant and provides a good introduction for those new to the field.

**AE 1. Introduction to Feminist Perspectives on Society and Education**

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

**AE 2. Participatory Research in the Community and the Work Place**

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

**AE 3. Women, War and Learning**

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

**AE 4.8. An Introduction to Work Place Organizational and Economic Democracy**

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

**AE 5.0. Critical Perspectives on Organization Theory, Development and Practice**

Critical approaches to organizations focus on how work place change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings: companies, factories, unions, community groups, government units, churches, schools, family businesses, etc. We will explore the methods frequently used to restructure these organizations such as

downsizing, outsourcing, contingent work-in-time policies as well as develop critiques of recent trends which emphasize empowerment, TQM, organizational learning and reengineering.

**AE 6.2. Individual Learning and Research in Adult Education - Master's level**

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

Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

**AE 7. V. Power and Difference in the Work Place**

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

**AE 8. VO. Introduction to Transformative Learning Studies**

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

**AE 9. V. Poetry, Social Movements and Adult Learning**

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



theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

**AE- 70 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.

**AE- 71 Aboriginal Education: Contemporary Policies and Programs**

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

**AE- 72 Creativity and Wellness: Learning to Thrive**

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

**AE- 78 Practitioner/Ecological Identity and Reflexive Inquiry**

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners including those working in environmental education who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry autobiographical process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular natural ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners

work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local as well as regional and global context of professional practice is expected.

**AE- 80 Aboriginal Worldviews: Implications for Education**

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

**AE- 81 Embodied Learning and i Gong**

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

**AE- 82 Teaching, Learning and Working in Nonprofits and Public Sector Organizations**

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.

**AE- 83 Master's Thesis Seminar**

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

**AE/ 8. Aboriginal Knowledge Implications for Education**

This course will explore indigenous ways of knowing and knowledge systems and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, decolonising methodologies, ethics and politics of researching and teaching in Aboriginal communities, indigenous knowledge in the academy, intellectual property rights, curriculum development and innovations in Aboriginal education. Traditional teachings from respected Elders may be incorporated into learning. For learners with a research focus, this course enables inquiry into the production of knowledge, from both western and indigenous perspectives. For those interested in education implications, the course provides a footing in the workings and characteristics of indigenous knowing which will aid their pedagogical practices in Aboriginal and non-Aboriginal contexts.

**AE/ .00 Special Topics in Adult Education and Counselling Psychology**

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department by either the Adult Education Program or the Counselling Psychology Program. The topics will be announced each spring in the Winter Session and Summer Session timetables.

**AE/ .0 Introduction to Qualitative Research (Part I)**

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography. Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.

**AE/ .0V Introduction to Qualitative Research (Part II)**

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, coding research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.

**Prerequisite:** AEC14

**AE/ .07 Narrative as a Vehicle for Personal Change**

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an in-depth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.

**AE/ .08 Working with Survivors of Trauma**

This course explores the nature of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with imprisonment, trauma associated with psychiatric intervention, and second generation trauma e.g., children of Holocaust survivors. The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout. While the primary emphasis is on practitioners as counsellors, other roles are also considered, including advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include critical theory, feminism, and existentialism. Permission of instructor is required to enrol.

**AE/ .0 Creative Empowerment, Working with the Disenfranchised**

This course will be of interest to a wide range of practitioners, including activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activists. The specific populations focused on are psychiatric survivors, people who are homeless, people who have been imprisoned, people who use illicit drugs, undocumented people, and sex trade workers. Learners will gain knowledge of the A/Cs of strategic activism, with particular emphasis on how to modify strategy to fit the populations and movements in question. An accompanying emphasis is use of the arts in resistance work with these populations. Examples of art forms drawn on include theatre including theatre of the oppressed, puppetry, and video-making. Popular education is integrated. Perspectives include feminism, anti-racism, Marxism, transformative justice, antipsychiatry, labeling theory, anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations.

**AE/ 02 Doctoral Thesis Course in Adult Education (Fass/Hail)**

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

**AE/ 0 Teaching about Global and Social Issues**

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.

Suggested background Courses AEC1146, AEC116, AEC314.

**AE/ 0 Political Economy of Adult Education in Global Perspectives**

This course will examine adult education in global contexts with specific focus on Third World societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

**AE/ 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.

**AE/ 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 activists in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.

**AE/ 2V Transformative Education and the 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.

**AE/ Special Topics in Adult Education**

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

**AE/ 2 Special Topics in Women in Development and Community Transformation**

This half course will be taught once a year by the current holder of the Dame Rita Arrow Distinguished Visitor position at UBC. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a majority world perspective.

**AE/ 8 Social Theories and Adult Education**

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

**AE/ .0 Post-colonial Relations and Transformative Education**

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

**AE/ 2 Individual Learning and Research in Adult Education Doctoral Level**

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

**AE/ 70 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.

**AE/ 71 Perspectives on Qualitative Research Part II**

This course is a continuation of AEC317. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.

**Prerequisite:** AEC317

**AE/ 72 Effecting Change Creating Wellness**

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

**Prerequisite:** AEC1173 or permission of instructor.

**AE/ 73 Sense of Place in Professional and Natural Contexts**

The course is intended to extend students previous explorations of both practitioner and ecological identity through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners including those working in environmental education. These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of sense of place, rootedness in landscape intellectual, professional, built, and natural, ecological/environmental identity, geopoetry, and a range of other connected concepts and will form the basis for

extending course participants understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their work places. The course is intended as an extension and expansion of AEC1173. Permission of instructor is required.

**AE/ 77 Arts Informed Perspectives in Educational Research**

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

**AE/ 78 Work, Technology and the Knowledge Economy**

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

**AE/ 80 Global Governance and Educational Change: The Politics of International Cooperation in Education**

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include education in the global development regime the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization and transnational advocacy and NGO networks in education.

### AECD 8 Feminist Standpoints, Critical and Post-Structural Approaches

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

### Other courses accepted for credit

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

- AEC3233 Research Seminar in Career Development
- C E1 1 Introduction to Comparative, International and Development Education
- SES192 Indigenous Knowledge and Decolonization Pedagogical Implications
- SES294 Education and Work
- SES297 Countering Myths About Aboriginal People through Multiple Medias
- SES39 1 Political Economy, Cultural Forms and the Learning Society
- TPS182 Toward an Integrative Approach to Equity in Higher Education

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

# Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Counselling Psychology Program aims to provide knowledge of a psychological practice and counselling services required by community agencies and educational institutions and both 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. They are also available online at <http://www.oise.utoronto.ca/depts/aecdcp/cp.html>

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

### General Information

**For application information and forms** visit the Registrar's Office Website [www.oise.utoronto.ca](http://www.oise.utoronto.ca)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-48 Telephone 416-923-6641 ext. 2663 E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

### For information about registration contact

Christine Fung, Liaison Officer  
Registrar's Office  
Graduate Studies Registration Unit, Room 4-48  
Telephone 416-923-6641 ext. 266  
E-mail [cfung@oise.utoronto.ca](mailto:cfung@oise.utoronto.ca)

## Academic Information

For specific program information see our website at <http://www.oise.utoronto.ca/depts/aecdcp/cp.php>

Susan Hall, Graduate Program Coordinator  
Telephone 416-923-6641 ext. 222  
E-mail [shall@oise.utoronto.ca](mailto:shall@oise.utoronto.ca)

## Admission Requirements

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

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

## Counselling and Psychoeducational Clinic

**Director:** Judith A. Silver  
The Clinic is a teaching facility supporting the 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 Role of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs provide the basic preparation to meet the

academic requirements and the counselling or clinical experience required for registration with the College

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

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

## For further information on registration as a Psychologist or Psychological Associate contact:

The Registrar  
College of Psychologists of Ontario  
11 Eglinton Avenue West, Suite  
Toronto, Ontario M4R 1A3  
Telephone 416-961-3317  
Telephone 1-800-493-3317  
E-mail [cyarrow@cpo.on.ca](mailto:cyarrow@cpo.on.ca)  
Website [www.cpo.on.ca/](http://www.cpo.on.ca/)

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

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

## Fields of Specialization

### Counselling Psychology for Psychology Specialists

#### Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the basic academic and clinical requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also satisfies the requirements for students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists.

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

### Admission requirements

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

### Degree requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 600 hours of practicum and a master's thesis. The thesis must be supervised by a faculty member in Counselling Psychology. Students will plan their program of study according to the current guidelines for the Counselling Psychology Program, available online at

<http://www.oise.utoronto.ca/depts/aecdcp/cp.html>

Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 1 preferably earlier prior to taking the course AEC12 3 Practicum in Counselling.

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

### Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected

to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology.

Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

### Admission requirements

The Ph.D. in Counselling Psychology requires the following

- a A university of Toronto or other accredited university four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level completed with standing equivalent to a university of Toronto **A or better**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour i.e., brain and behaviour, neuropsychology, physiological psychology, the cognitive/affective bases of behaviour i.e., cognition, psychology of emotions, motivation, language, perception and learning, social bases of behaviour i.e., social psychology, and individual behaviour i.e., personality, abnormal psychology, developmental psychology. It is strongly advised that students complete an undergraduate thesis in psychology, as well as a history of psychology course prior to application for this degree.
- b A university of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a university of Toronto **A or better**. Candidates for the Ph.D. degree are responsible for ensuring that their degree program contains equivalent coursework and practicum hours and supervision as is required for the M.A. in Counselling Psychology for Psychology Specialists. The completion of a research-based Master's thesis is strongly encouraged.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

### Degree requirements

The Ph.D. program requirements are a minimum of 1 half courses including practicum and internship, a comprehensive examination and a doctoral dissertation. Students will plan individual programs of study according

to the current guidelines for the Counselling Psychology Program, available online at <http://www.oise.utoronto.ca/depts/aecdcp/cp.html>. Faculty advisors are available to assist in the process of course selection, program planning, and the identification of an appropriate dissertation supervisor. Progress in the program of study will be reviewed annually.

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

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

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

### Practicum and Internship

Students are required to complete a 400-hour practicum in conjunction with the doctoral practicum course AEC3217. In addition, students are required to complete 2,000 hours of internship in conjunction with the internship course AEC3268. 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 1 – 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 applied settings, or in some other way contribute to the development and practice of counselling psychology.

### Comprehensive Examination

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

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

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

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

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

## Counselling Psychology for Community and Educational Settings

### Master of Education

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

### Admission Requirements

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

### Degree Requirements

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



counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 1 – preferably earlier – prior to taking the course AEC123 Practicum in Counselling.

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

### Doctor of Education

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

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

### Admission Requirements

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

- a. an appropriate University of Toronto four-year bachelor's degree from any area or its equivalent.
- b. the applicant must hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B or better**.
- c. the applicant must have had successful professional experience as a counsellor in an educational setting or in a related position.
- d. applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a qualifying Research Paper.

### Program Requirements

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

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

### Practicum and Internship

Students are required to complete a 300-hour practicum in conjunction with the doctoral practicum course AEC3217. In addition, students are required to complete 300 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 1 – 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. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

### Guidance and Counselling

#### Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at [www.ccacc.ca](http://www.ccacc.ca). Students completing this M.Ed. degree may have their degree credited toward Parts 1 and 2 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 3M

Telephone 416-961-8888  
Telephone 1-888-34-2222  
Fax 416-961-8822  
E-mail [info@oct.on.ca](mailto:info@oct.on.ca)  
Website [www.oct.ca](http://www.oct.ca)

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

### Admission Requirements

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

### Degree Requirements

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

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 1 preferably earlier prior to taking the course AEC12 3 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 pages 7.

## Certificate Programs

### Certificate in Cognitive Behavioral Therapy

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

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

As part of the certificate participants will learn

- C T Case Conceptualization
- Cognitive Interventions
- Behavioral Change Interventions

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

### For further information contact

Ina Josefowitz  
E-mail [inosefowit@aol.com](mailto:inosefowit@aol.com)

Edythe Erlich  
E-mail [enerlich@hincsdellcrest.org](mailto:enerlich@hincsdellcrest.org)

visit the Website at [www.hincksdellcrest.org/gai-cit/index.html](http://www.hincksdellcrest.org/gai-cit/index.html)

## Courses

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

### AEC 202 Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time guidance and Counselling students may take AEC12 2 concurrently with AEC12 3. Counselling students will have priority for enrolment in this course.

### AEC 20 Practicum I: Interventions in Counselling Psychology

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

related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum 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 1, and new students by May 1, 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.

**OTE** Part-time students must be available one full week-day per week to fulfill the practicum requirement.

**OTE** All counselling practica must be done through . Practica done at other universities may not be considered as substitutes.

**Prerequisite** AEC12 2, for Counselling students only. Full-time Counselling students may take AEC12 3 concurrently with AEC12 2.

### AE 207, Counselling Topics in Sexual Orientation and Gender Identity Diversity

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

### AE 208, Critical Multicultural Practice Issues in Counselling

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

Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions,

seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.

**Prerequisite and/or corequisite** AEC12 2 and AEC12 3

### AE 210, Ethical Issues in Professional Practice in Psychology

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

### AE 228, Individual and Group Psychotherapy, Family and Marital Counselling

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

### AE 229, Individual and Group Psychotherapy for Counselling

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

**Prerequisite** Permission of instructor.

### AE 220, Brief Counselling Strategies

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

### AE 222, 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.

**AE- 2 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.

**AE- 2V Group Work in Counselling**

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

**AE- 2V2 Educational and Psychological Testing for Counselling**

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

**AE- 2V Seminar in Research Methods for MEd students**

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

**AE- 2VV Career Counselling and Development Transition from School to Work or**

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. This course is limited to students in a 4 or 5 year graduate degree program. Others by permission of instructor.

**AE- 2V7 Advanced Practicum in Counselling**

A continuation of AEC2 3, designed primarily for M.Ed. students.

**Prerequisite:** AEC12 2, AEC12 3, and permission of instructor.

**AE- 2V8 Career Counselling and Development Transitions in Adulthood**

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling. This course is limited to students in a 4 or 5 year graduate degree program. Others by permission of instructor.

**AE- 2V Use of Guided Imagery in Counselling and Psychotherapy**

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

**AE- 27 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.

**AE- 278 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.

**AE- 28 Community Mental Health Theory Research and Practice**

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

**AE 2 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.

**AE 2 Seminar in Counselling Psychology Part I**

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

**AE 2 Seminar in Counselling Psychology Part II**

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

**Prerequisite:** AEC321

**AE 2.7 Fracticum II. Interventions in Counselling Psychology**

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.

**AE 2.8 Research Seminar in Counselling Psychology**

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

Open to Counselling Psychology students only.

**AE 22. Individual Diagnostic and Personality Assessment**

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

C

**AE 22 Assessment and Diagnosis of Personality and Psychopathology**

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

**Prerequisites:** AEC3224 and 3225. Restricted to Counselling Psychology for Psychology Specialists Doctoral students.

**AE 2. Research Seminar in Multicultural Studies**

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

**AE 2 Individual Reading and Research in Counselling Psychology Doctoral Level**

Description as for AEC12.2.

**AE 2.8 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.

**AE 2V0 Psychopathology and Diagnosis**

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.

For Ph.D. students in Counselling Psychology only.

**AEC 2V7 Trainee for Counsellor Supervision**

This course is designed to increase students' theoretical knowledge, conceptual understanding and competencies in clinical supervision. In addition to class work, students will act as trainee supervisors with Counselling Psychology faculty who are teaching the Master's Practicum Course AEC12 3 or with psychologists in the field who are acting as Internship Supervisors in one of our field settings. Students will have the opportunity to discuss research and theoretical issues, develop practical skills relevant to supervision, develop a personal supervision approach, and understand the professional supervisory role and the ethical issues pertaining to supervision.

**OTE** For doctoral students in Counselling Psychology only.

**AEC 2V8 Internship**

This course requires the completion of at least 200 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such as gender identity or disability). Where possible, we encourage students to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA).

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

**IE 00 Introduction to Comparative International and Development Education**

This course serves as the basic core course for the 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.

**Other courses accepted for credit**

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

- AEC1173 Creativity and Wellness Learning to Thrive
- AEC14 Special Topics in Adult Education and Counselling Psychology
- AEC14 Introduction to Qualitative Research Part 1 RM
- AEC14 6 Introduction to Qualitative Research Part 2 RM
- AEC14 8 Working with Survivors of Trauma
- AEC3173 Effecting Change Creating Wellness
- DP1223 Depression in the Schools Assessment, Prevention, and Intervention
- DP32 4 Contemporary History and Systems in Human Development and Applied Psychology.

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

# Curriculum • Teaching and Learning (CTL)

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

The following graduate programs are offered by the CTL Department

- Curriculum Studies and Teacher Development  
M.Ed., M.A., Ph.D.
- Master of Teaching in Elementary and Intermediate Education M.T.
- Second Language Education M.Ed., M.A., Ph.D.

**NOTE** The degree programs in Measurement and Evaluation and in Teacher Development were discontinued in 2014/2015 and are no longer accepting new applicants. The department's participation in the Environmental Studies Collaborative Program has also been discontinued. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in these programs will be able to complete the necessary program requirements.

The Department also offers the following Collaborative Programs

- Collaborative Program in Comparative, International and Development Education M.Ed., M.A., Ph.D.
- Collaborative Program in Womens Studies M.Ed., M.A., Ph.D.
- Collaborative Program in Knowledge Media Design M.Ed., M.A., Ph.D.

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

- Centre for Franco-Ontarian Studies
- Centre for Teacher Development
- Modern Language Centre
- Centre for Studies in Science, Math and Technology Education
- Centre for Urban Schooling
- Institute for Knowledge, Innovation and Technology

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes. Refer to pages 104 - 109 for more information.

## General Information

**For application information and forms** visit the Registrar's Office Website [www.utoronto.ca/NoNiseNutorontoNta](http://www.utoronto.ca/NoNiseNutorontoNta)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-408  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

## For information about registration contact

Linda Pereira, Liaison Officer, Registrar's Office,  
Graduate Studies Registration Unit, Room 4-408  
Telephone 416-923-6641 ext. 2663  
Fax 416-323-9964  
E-mail [lpereira@oise.utoronto.ca](mailto:lpereira@oise.utoronto.ca)

## Academic Information

**For academic information regarding registered students contact**

Terry Louisy, Coordinator, Departmental Policy, Programs and Communications  
Telephone 416-923-6641 ext. 2462  
Fax 416-926-4744  
E-mail [tlouisy@oise.utoronto.ca](mailto:tlouisy@oise.utoronto.ca)  
Website [www.utoronto.ca/depts/ctl/](http://www.utoronto.ca/depts/ctl/)

## Admissions Awards and Off Campus Information

**For academic information regarding admissions awards and off campus courses contact**

Theresa Oliveira, Graduate Studies Student Coordinator  
Curriculum, Teaching and Learning  
Telephone 416-923-6641 ext. 2747  
Fax 416-926-4744  
E-mail [toliveira@oise.utoronto.ca](mailto:toliveira@oise.utoronto.ca)

## Chair of the Department

**Dennis Thiessen, D.Phil. (Sussex)**  
Professor

## Associate Chairs of the Department

**Tara Goldstein, Ph.D. (Toronto)**  
Teacher Education Professor

**Douglas E. McDougall, Ed.D. (Toronto)**  
Coordinator of Graduate Programs Associate Professor on study leave from January 2018 to June 2018

## Faculty

**Andy Anderson, Ph.D. (Michigan State)**  
Associate Professor

**Mary Beattie, Ed.D. (Toronto)**  
Associate Professor on study leave from January 2018 to June 2018

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

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

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

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

**Clare Brett, Ph.D. (Toronto)**  
Assistant Professor

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

**Linda Cameron, Ed.D. (Toronto)**  
Associate Professor

**Elizabeth Campbell, Ph.D. (Toronto)**  
Associate Professor

**Rina S. Cohen, Ph.D. (Ottawa)**  
Associate Professor on study leave from January 2018 to June 2018

**Carola Conle, Ph.D. (Toronto)**  
Professor

**Karyn Cooper, Ph.D. (Alberta)**  
Assistant Professor

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

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

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

**Mark Evans, Ph.D. (York, UK)**  
Senior Lecturer



**Grace Feuerverger, Ph.D. (Toronto)**


Associate Professor

**Antoinette Gagné, Ph.D. (Toronto)**


Associate Professor

**Kathleen Gallagher, Ph.D. (Toronto)**Associate Professor Canada Research Chair, Urban School  
Research in Pedagogy and Policy Academic Director,  
Centre for Urban Schooling**Rubén Gaztambide-Fernández, Ph.D. (Harvard)**

Assistant Professor

**Diane Gérin-Lajoie, Ph.D. (Toronto)**Professor on leave from July 27 to June 2 **Garfield Gini-Newman, Ph.D. (Wilfrid Laurier)**

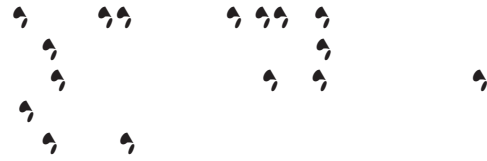
Lecturer

**Wanja Gitari, Ph.D. (Toronto)**Associate Professor on leave from July 27 to June 2 **James G. Hewitt, Ph.D. (Toronto)**

Associate Professor

**Derek Hodson, Ph.D. (Manchester)**

Professor

**Eunice Jang, Ph.D. (Illinois – UC)**

Assistant Professor

**Julie Kerekes, Ph.D. (Stanford)**

Assistant Professor

**Brent S. Kilbourn, Ph.D. (Toronto)**Associate Professor, cross-appointed to Theory and Policy  
Studies in Education**Mary Kooy, Ph.D. (Simon Fraser)**

Associate Professor

**Clare Kosnik, Ph.D. (Toronto)**

Associate Professor

**Normand Labrie, Ph.D. (Laval)**

Professor Associate Dean, Graduate Studies

**Tony C. M. Lam, Ph.D. (Washington)**

Associate Professor

**Ron Lancaster, M. Math. (Waterloo)**

Lecturer

**Catherine Marks-Krpan, Ph.D. (Toronto)**

Senior Lecturer



**Lance McCready, Ph.D. (UC–Berkeley)**

Assistant Professor



**Jack Miller, Ph.D. (Toronto)**

Professor Head, Centre for Teacher Development



**Martina Nieswandt, Ph.D. (Kiel)**

Assistant Professor



**Sarfarozi Niyozov, Ph.D. (Toronto)**

Assistant Professor



**Erminia Pedretti, Ph.D. (Toronto)**

Associate Professor Director, Centre for Studies in Science, Mathematics and Technology Education



**Carol Rolheiser, Ph.D. (Oregon)**

Associate Professor Associate Dean, Teacher Education



**John A. Ross, Ph.D. (McMaster)**

Professor Head, Trent Valley Centre



**Marlene Scardamalia, Ph.D. (Toronto)**

Professor cross-appointed to Human Development and Applied Psychology



**Wayne Sellar, M.Ed. (Lakehead)**

Associate Professor Head, Northwestern Centre and Coordinator, Technology Mediated and Off-Campus Programs



**Lesley Shore, Ed.D. (Toronto)**

Assistant Professor



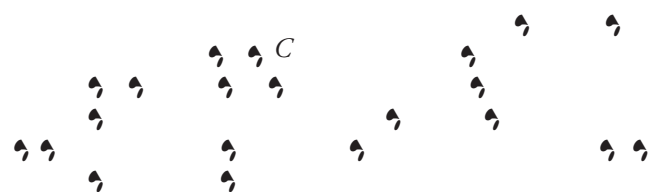
**Jim Slotta, Ph.D. (Pittsburgh)**

Associate Professor



**Elizabeth M. Smyth, Ed.D. (Toronto)**

Associate Professor cross-appointed to Theory and Policy Studies in Education



**Nina Spada, Ph.D. (Toronto)**

Professor Coordinator of Second Language Education Program



**Shelley Stagg Peterson, Ph.D. (Alberta)**

Associate Professor



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

Lecturer

**Heather Sykes, Ph.D. (British Columbia)**

Associate Professor on leave from July 27 to June 28



**Peter Trifonas, Ph.D. (British Columbia)**

Associate Professor



**John Wallace, Ph.D. (Toronto)**

Professor



## Associated Faculty

### Guy Allen, Ph.D. (Toronto)

Senior Tutor / Director, Professional Writing Program,  
University of Toronto at Mississauga

### Lee Bartel, Ph.D. (Illinois – UC)

Associate Professor / cross-appointed from Faculty of Music

### Xi Chen-Bumgardner Ph.D. (Illinois)

Assistant Professor / cross-appointed from Human  
Development and Applied Psychology

### Marcel Danesi, Ph.D. (Toronto)

Professor / cross-appointed from the Department of  
Spanish and Portuguese

### Robert K. Logan, Ph.D. (MIT)

Associate Professor, cross-appointed from the Department  
of Physics, University of Toronto

### Katherine Rehner, Ph.D. (Toronto)

Assistant Professor / cross-appointed from the Department  
of French, German and Italian, University of Toronto at  
Mississauga

### Lisa Romkey, M.Ed. (Toronto)

Lecturer / cross-appointed from the Division of  
Engineering Science, University of Toronto

### Roger I. Simon, Ph.D. (Yale)

Professor, cross-appointed from the Department of  
Sociology and Equity Studies in Education

### Dale M. Willows, Ph.D. (Waterloo)

Professor / cross-appointed from Human Development and  
Applied Psychology

### Earl Woodruff, Ph.D. (Toronto)

Associate Professor, cross-appointed from Human  
Development and Applied Psychology

### Professors Emeriti

John L. Aitken, Ph.D. Toronto

Clive M. Beck, Ph.D. New England

David Booth, M.Ed. Durham

Arnold Bowers, M.Ed. Queen's

Stacy Churchill, Ph.D. London

F. Michael Connelly, Ph.D. Chicago

William Darroch-Loewen, Ph.D. Alberta

Lynn Davie, Ph.D. Wisconsin

C.T. Patricia Diamond, Ph.D. Queensland

Joseph P. Farrell, Ph.D. Syracuse

Don Fraser, M.A. Toronto

Normand J. Frenette, Ph.D. Montreal

Donald J. Galbraith, M.Ed. Toronto

David Garth, Ph.D. Queen's

Julia Anna, Ph.D. Toronto

Virginia Arley, Ph.D. Toronto

Anne Jordan, Ph.D. Toronto

Richard Kelly, Ed.D. Toronto

Christine Kuhl, M.A. Toronto

Sharon Lapin, Ph.D. Toronto

Leslie D. McLean, Ph.D. Wisconsin

Robert S. McLean, Ph.D. Carnegie-Mellon

Robert Morgan, Ph.D. Toronto

Philip Nagy, Ph.D. Alberta

Shiuhong Shih, Ph.D. North Carolina

Ronald Silvers, Ph.D. Princeton

Merrill Swain, Ph.D. California at Irvine

Ross E. Traub, Ph.D. Princeton

Merlin W. Wahlstrom, Ph.D. Alberta

Joel Weiss, Ph.D. Chicago

Joyce A. Wilkinson, Ph.D. Minnesota

Elgin Wolfe, M.Ed. Toronto

## Distance Education

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

### For further details • contact

Wayne Seller, Coordinator of Technology-Mediated and  
Off-Campus Programs, Northwestern Centre

Telephone ☎ 7 47 - 311

Fax ☎ 7 47 - 3149

**O**

Theresa Oliveira, Graduate Studies Student Coordinator  
Curriculum, Teaching and Learning

Telephone 416-923-6641 ext. 2747

Fax 416-926-4744

E-mail [toliveira@oise.utoronto.ca](mailto:toliveira@oise.utoronto.ca)

## Studies in French

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

For further details, see the *Études franco-ontariennes en éducation* interdepartmental Research Area page 1 ☎ or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira see above.

# Curriculum Studies and Teacher Development Program

## Program Coordinator:

L. Cameron

## Core Faculty:

A. Anderson, M. Beattie, L. Bence, Bennett, Brice-More, M. Botelho, C. Brett, Broad, L. Cameron, E. Campbell, R. Cohen, C. Conle, Cooper, Esmonde, M. Evans, Feuerverger, Gallagher, R. Gambide-Fernandez, D. Girin-La Oie, Gini-ewman, W. Itari, T. Joldstein, Jewitt, D. Odson, E. Ong, Silbourn, M. Ooy, T. Lam, R. Lancaster, C. Marsippan, L. McCready, D. McDougall, Miller, M. Rieswandt, S. Sioyov, E. Pedretti, C. Rolheiser, Ross, M. Scardamalia, W. Seller, L. Shore, Slotta, E. Smyth, S. Stagg Peterson, L. Stewart Rose, Sydes, D. Thiessen, P. Trifonas, Wallace

## Associated Faculty:

L. Artel, C. Beck, D. Booth, R. Childs, D. Farmer, Farrell, R. Simon, R. Wolfe, E. Woodruff

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

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

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

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

## Curriculum Theories, Perspectives and Teacher Development

include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change

- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs and Knowledge
- Teacher Knowledge/Teacher Identity
- Teacher Leadership
- Pre-service and In-service Education
- Religious Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

## Curriculum Subject Matter and Teaching / Learning Processes

include subject area content and/or pedagogical approaches

- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
- Arts and Aesthetic Education
- Drama/Theatre Pedagogy
- Health and Physical Education
- Science and/or Technology Education
- Mathematics Education
- English Language, Children's Literature, and Literacy Education
- Democratic Citizenship, Global Perspectives, and Social Sciences Education
- Conflict/Peace Education
- Critical and Social Justice Pedagogies

## Diverse Student Populations and Curriculum Issues

include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change

- Adaptive and Inclusive Classrooms

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

## degrees

### Master of Education

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

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page [www.oise.utoronto.ca/depts/ctl/programs\\_admissions01.htm](http://www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm). The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.Ed. program of study consists of ten half-courses, at least five of which are normally CTL 1-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1. All requirements for the degree must be completed within six calendar years from first enrollment.

### Master of Arts

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

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

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page [www.oise.utoronto.ca/depts/ctl/programs\\_admissions01.htm](http://www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm). The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page [www.oise.utoronto.ca/depts/ctl/programs\\_admissions01.htm](http://www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm).

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

## Doctor of Education

The Doctor of Education degree is discontinued effective 2017/18.

## Doctor of Philosophy

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

### Full-time Ph.D. Option

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

- Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page <[www.oise.utoronto.ca/depts/ctl/programs\\_admissions01.htm](http://www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm)>
- A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals and
- Two letters of reference, one academic and one professional

### Flexible-time Ph.D. Option

Applicants to the flexible-time Ph.D. option are accepted under SSS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent the outline of a plan that demonstrates the following:
 

- that the applicant is in a career related to the field of study
- the applicant has three or more years with the same employer
- a desire to continue with current career path
- the capacity to secure blocks of time to enable concentrated study (eg. reference to the employer's leave policy, study incentive system, etc.

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

CTL1000 if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/depts/ctl/programs\\_admissions01.htm](http://www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm)>. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

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

## Courses

The following is a list of courses offered within the Curriculum Studies and Teacher Development Program.

Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered at the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

**NOTE.** [C] refers to research methods courses.

### CTL1000 Foundations of Curriculum Studies

This is a required course for master's students and doctoral students who did not take it in their masters programs. The aim of this course is to apply theory and research to the study of curriculum and teaching. The course also provides a language for conceptualizing educational questions, reviews the major themes in the literature, provides a framework for thinking about curriculum changes and change, and assists students in developing critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.

Curriculum Studies and Teacher Development Program

### CTL1000 Fondements de l'étude des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche l'étude des programmes d'enseignement. Le cours 1 fournit un langage propice la conceptualisation 2 examine les principaux thèmes traités dans la littérature 3 fournit un cadre qui porte réflexion aux changements apporter aux programmes d'enseignement et 4 aide les étudiants à développer un esprit critique et analytique approprié la discussion des problèmes rencontrés dans les programmes d'enseignement.

### CTL1000 Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include the nature of values goals for schooling the ethics of streaming traditional versus open education treatment of children expectations of teachers parental rights compulsory schooling indoctrination racial, ethnic, and class bias sexism and approaches to moral, religious, and political education.

C

**T 002 Curriculum development for Effective Teaching**

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

**T 002 Planification de la programmation pour un enseignement efficace**

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

**T 00 Language Arts in Primary Education**

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

**T 00 Language Literacy and the School Curriculum**

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

**T 00V English at the Secondary School Level**

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.

**T 007 Communities of Learning: Teachers Constructing Professional Knowledge**

This course theorizes and operationalizes teacher development in a social and cultural structure teacher book clubs. The course organizes teacher book clubs as communities of learners to socially and interdependently explore the construction of knowledge and relational learning, the related concept of communities of learners and, narrative as an heuristic for making sense and developing meaning. By integrating the three theoretical orientations, the course seeks to help teachers more fully understand how they learn, think,

and develop their professional knowledge and identity. The class is organized into book clubs so that the collective membership, through their own practices and theorizing, develop a praxis for including communities of learners in school settings.

**T 008 Children's Literature as a Foundation of Iterative Behavior across the Curriculum**

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

**T 00 Theory and Practice in Elementary Literacy Instruction**

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

**T 00 Children's Literature within a Multicultural Context**

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folk tales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL/English as a Second Language and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folk lore 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.

**T 0 Anti Oppression Education in School Settings**

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

**T 0 2 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.

**T 0 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.

**T 0 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.

**T 0 Curriculum and Student Evaluation**

This course reviews principles and practice in testing and assessment with a focus upon 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.

**T 0 V 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.

**T 0 8 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.

**T 0 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.

**T 0 20 Teaching with 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.

**T 0 2 Technology and Education: Critical Perspectives on Theory and Practice**

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia e.g., film, audio recordings, television. The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following theories



and definitions of technology implications of various modes of technology contexts for models of teaching and learning practice evaluating the use of multimedia resources for educational contexts e.g., internet, software, video and audio recordings, television technology, diversity, and educational equity articulating an ethics of teaching practice with respect to the educational use of technology.

**T 02. Poststructuralism and Education**

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

**T 02V. Improving Teaching**

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

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**T 027. 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.

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**T 028. 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.

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**Prerequisite** Permission of instructor.

**T 02. 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.

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**T 00. 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 ethnic 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 hope to become and missing or kidnapped parts of teacher-self such as child-artist. The antagonists include the teacher fear to remain and false, idealized teacher-selves. The teacher aim provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**T 0. 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.

**OTE** Students who have previously taken CTL4 are prohibited from taking this course.

**T 02. Inquiry 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.

**OTE:** Students who have previously taken CTL4 8 are prohibited from taking this course.

### CTL4 10 Multicultural Perspectives in Teacher Development and Effective Practice

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

**OTE:** Students who have previously taken CTL4 9 are prohibited from taking this course.

### CTL4 11 Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.

**OTE:** Students who have previously taken CTL4 1 are prohibited from taking this course.

**Prerequisite:** Permission of instructor.

### CTL4 12 Teaching, Teacher Development and School Development

The course enlists the aid of experienced and beginning teachers and teacher educators in clarifying the role of the teacher and considering how it can be enhanced. Topics include the goals of teaching, approaches to teaching, building a class community, teacher preparation and

induction, and school restructuring. The course links theory and practice, helping teachers and teacher educators develop their understanding of teaching by addressing questions of everyday practice.

**OTE:** Student who have previously taken CTL4 11 are prohibited from taking this course.

C

### CTL4 13 Thoughtful Teaching and Practitioner Inquiry

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

**OTE:** Students who have previously taken CTL4 12 are prohibited from taking this course.

C

### CTL4 14 Comparative and Cross-Cultural Perspectives

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

**OTE:** Students who have previously taken CTL4 13 are prohibited from taking this course.

### CTL4 15 Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.

### CTL4 16 Fundamentals of Program Planning and Evaluation

This course is organized around the various components of program planning and evaluation for education and the social and health sciences: needs, evaluability, process, implementation, outcome, impact, and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.

**OTE:** Students who have previously taken CTL2 6 are prohibited from taking this course.

**CT 0. Research Methods in Education** [

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

**OTE:** Students who have previously taken CTL2 7 are prohibited from taking this course.

**CT 0.2 Instrument Development in Education** [

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types: norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, observational systems, including performance assessment and classroom observation, questionnaires and surveys, interview protocols, reliability theory and item analysis, and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.

**OTE:** Students who have previously taken CTL2 9 are prohibited from taking this course.

**CT 0. Research Issues in Alternative Assessments** [

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.

**OTE:** Students who have previously taken CTL2 1 are prohibited from taking this course.

**CT 0V0 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.

**OTE:** Students who have previously taken CTL6 2 are prohibited from taking this course.

**CT 0V Comparative Education: The Development of Third World Educational Systems**

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

**CT 02 Arts and Education: Planning and Implementation of Arts Programs**

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics: particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

**CT 0. Play, Drama, and Arts Education**

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form.

Topics vary from year to year depending upon interests of course members.

**CT 0 Research and Inquiry in Arts Education** [

An exploration of the questions addressed in education in general and curriculum in particular with an emphasis on the arts through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.

**109 Spirituality in Education**

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non-threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.

**110 The Holistic Curriculum**

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

**111 Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives**

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.

**112 Holistic Approaches in the Elementary Mathematics Curriculum**

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final usually classroom-based project, participants will be able to explore topics from among the following: holistic math learning environments linking math with real life creative problem-solving open-ended problems integrating math with other disciplines such as fine arts, social studies and language arts journal writing, use of childrens literature and oral communication activities authentic assessment linking assessment with instruction.

**117 Literary Practices in Drama and Education**

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they as participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts

education, this course will examine pedagogies in the arts and especially dramas potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

**118 The Visual Arts as a Teaching and Learning Strategy**

This course examines, through theoretical discussions and practical experience, the place of the arts for teachers and learners. The intent of the course is to provide a more concrete grounding in what the arts have to offer teachers as a teaching strategy, and what they have to offer to student learning. The course includes studio experience with art projects, visiting artists and speakers, examination of contemporary issues in curriculum and teaching theory related to art, education, and the arts as a thinking discipline. While the emphasis of the course is on the visual arts, other areas of art will also be addressed where possible. This class does not require an art background, but rather a willingness to develop a better understanding of what the arts have to offer to the educational process.

**119 Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Math Anxiety (18)**

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course utilizes a holistic approach in helping elementary teachers to reconstruct their foundational math knowledge and overcome their anxieties. Utilizing reform-based approaches, participants will work in small groups on selected math problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work opens the door to accessing ones mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included.

**120 Science in the School Curriculum**

A systematic analysis of matters central to curriculum development for science including, where relevant, technology education in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.

**T 202 Mathematics in the School Curriculum: Elementary**

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

**T 203 Mathematics in Mathematics Education: 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.

**T 204 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.

**T 207 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.

**T 208 Curriculum Issues in Science and Technology: An Historical Perspective**

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

**T 209 Current Issues in Science and Technology Education**

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

**T 210 Action Research in Science, Mathematics and Technology Education**

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and appraisal, plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Class members need to be active in their work (e.g., currently working as a teacher, consultant, etc.) in order to carry out their projects. This course may be best taken after a few courses in a Masters level programme, which may provide students with some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.

**T 212 Curriculum and Learning 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 laboratory 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.

**T 213 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 sees a generalised 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.

**T 214 Teaching and Learning about Science and Technology: Beyond Schools**

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

## T 2 V Teacher Leadership in Science, Mathematics and Technology Education

This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teachers' work, the construction of teachers' knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organisational conditions of schools, which support teacher leadership and learning. Participants will use this unit to conduct some action research on teacher leadership in science/ mathematics/technology education.

## T 2 7 Integrating Science, Mathematics and Technology Curricula

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

## T 02 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, analysing 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 specific media practices - newspaper press, advertising, television, radio videos - and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.

## T 0 Cultural Studies and Education

The study and concept of culture has emerged from a number of different disciplines over the past century. Cultural studies is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

## T 0V Qualitative Research Methods in Education: Concepts and Methods [

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching

qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques - observation, interview, content analysis, life history, and action research.

## T 0V La recherche qualitative en éducation: bases théoriques et pratiques [

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

## T 07 Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme tant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

## T 07 Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, key-concepts such as identity, ethnicity, minority, race, culture and language will be first analysed. The process of identity construction will then be examined within the educational context of Ontario.

## T 0 Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalité qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

## T 2 Democratic Citizenship Education

Preparation for democratic citizenship training the individual to social decision-making is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might teach for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

## T Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central working setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

## T V Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields: specifically human rights and peace education, and education for social justice and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed. The nature of global education across the elementary and secondary curriculum will be explored.

## T 8 Teaching Conflict and Conflict Resolution

This seminar examines the theoretical and practical challenge of teaching young people and giving them opportunities to handle interpersonal and social conflict. The course examines the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cross-

cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes citizenship expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal school settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.

## T .00 Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.

## T .02 Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro-teaching methods and micro-level student-teacher interaction. Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported?

## T .0 Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a transactional activity that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.

**CT V00. Implementing Dynamic, e, 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 C processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side browser processes. Students will study and create interactive educational Web projects using programming languages including Perl in a nix environment, JavaScript and Java, while exploring educational design issues.

**Prerequisite:** CTL16 2 or permission of the instructor. Experience with Perl, nix, HTML, and Web server management are useful background for the technical content and expectations of the course.

**CT V02. Introduction to Computers in Education**

An overview of the uses of computers in education and consideration of critical issues of those uses recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.

**CT V0. Introduction to Knowledge Building**

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online knowledge building community. Students will visit and study existing knowledge building communities as one of the course assignments.

**CT V0. Video/ Multimedia Design**

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowledge building and design research to the creation and integration of images, video, sound and text in an educational project. The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.

**CT V0. Internet Resources and Education**

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding internet World Wide Web WWW resources for use in education. Students will collect resources from the internet and present them in an internet Web site for access by others on the internet.

**CT V0V. Computers in the Curriculum**

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs of students, teachers, etc. that computers can meet.

**Prerequisite:** CTL16 2 or permission of instructor.

**CT V07. Computer Studies and the Teaching of Programming**

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.

**CT V08. Constructive Learning and Design of Online Environments**

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.

**CT V0. Educational Applications of Computer Mediated Communication**

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via a computer conferencing system.

**CT V. 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 resources, and the technological tools available for supporting distance education delivery.

**Prerequisite:** CTL16 2 or permission of instructor.



**CTL 7.2. The Virtual Library (on credit)**

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements, access to online catalogues, online databases, electronic journals and theses, educational resources on the World Wide Web, bibliographic software packages and the new requirements for citing electronic publications.

**CTL 7.7. Practicum in Curriculum, Master's level**

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

**CTL 7.8. Individual Reading and Research in Curriculum, Master's level**

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL179 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

**CTL 7.9. Special Topics in Curriculum, Master's level**

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. This course does not fulfil the purpose of CTL179, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

**CTL 800. Research Colloquium in Curriculum and Instruction**

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.

**CTL 801. Action Research and Professional Practice**

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

**CTL 802. The Conceptualization of Curriculum Problems**

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.

**CTL 803. Advanced Seminar in Language and Learning Theory and Practice**

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines, e.g., philosophy, linguistics, psychology, sociology, literary criticism.

**Prerequisite:** Permission of instructor.

**CTL 808. Curriculum Innovation in Teacher Education**

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

**CTL 809. Narrative and Story in Research and Professional Practice**

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

**NOTE:** Students who have previously taken CTL401 are prohibited from taking this course.

**Prerequisite:** Permission of instructor.

**CTL 809. 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.

**NOTE:** Students who have previously taken CTL402 are prohibited from taking this course.

**Prerequisite:** Permission of instructor.

**T 8 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 professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

**OTE** Students who have previously taken CTL484 are prohibited from taking this course.

**Prerequisite:** Permission of instructor

C

**T 8.2 Professional Ethics of Teaching and Schooling**

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

C

**T 8 Critical Multicultural Analysis of Children's Literature**

In this course, we will examine children's and young adult books as cultural products. We will consider the history of under-representation as it's palpable in children's literature what we read as well as critically and multiculturally analyze how we read these texts. Critical signals the imbalance in social power, manifested in class, race and gender relations multicultural acknowledges the diversity in cultural experiences, shaped by historical, social, political, and economic factors analysis will guide our work together.

C

**T 822 Urban School Research: Youth, Pedagogy and the Arts**

This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, sub activity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the

development of school-based research projects will be a particular focus. Two of the primary goals of the course are to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.

**T 82 Arts and Education: Play, Drama and Thought**

A study of imagination, play, and dramatic action in relation to human thought and to education and social action. A review of theories is included, with special attention to philosophical and sociological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

**T 82 The Teacher as a Contemplative Practitioner**

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

**T 8.0 Gender Issues in Mathematics, Science and Technology**

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

**T 8. Research Seminar in Science Education**

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

**T 8.2 Mixed Methods Research in Education: From Inquiries to Qualitative and Quantitative Inquiries**

Mixed methods research is drawing increasing attention from educational researchers who see richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and

qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed research methods.

**ED 801 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.

**OTE:** Students who have previously taken CTL203 are prohibited from taking this course.

**Prerequisite:** CTL206 or equivalent, or permission of instructor.

**ED 802 Seminar in Evaluation Problems**

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

**OTE:** Students who have previously taken CTL201 are prohibited from taking this course.

**Prerequisite:** CTL203 or equivalent.

**OTE:** Practicum CTL2997 and Seminar CTL201 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

**ED 803 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:** CTL209 or equivalent, or permission of instructor.

**ED 804 Critical Ethnography**

An ethnography - of a community, classroom, event, program - sees to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It sees not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

**ED 805 Controversial Issues in Developmental Education**

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

**OTE:** Students who have previously taken CTL601 are prohibited from taking this course.

**ED 806 Methodologies for Comparing Educational Systems**

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

**OTE:** Students who have previously taken CTL601 are prohibited from taking this course.

**ED 880 Analysis of Instruction**

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.

**ED 807 Knowledge Building Environments**

Knowledge Building Environments have two principal objectives: a) to upgrade the conceptual quality of what is learned and b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to EBE development and will participate in an online network devoted to advancing designing and use of EBE.

**CTL 222 Seminar in Interactive Media/Graphics**

Current research and applications in the use of electronic media in the knowledge building process will be analysed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.

**CTL 223 Technology Supported In Situ Learning**

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings.

Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.

**CTL 224 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 a computer conferencing system.

**Prerequisite:** CTL169 or permission of instructor.

**CTL 227 Practicum in Curriculum Studies Doctoral Level**

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

**CTL 228 Individual Learning and Research in Curriculum Studies Doctoral Level**

Description as for CTL179.

**CTL 229 Special Topics in Curriculum Studies Doctoral Level**

A course designed to permit the study in a formal class setting of a specific area of curriculum or instruction not already covered in the courses listed for the current year.

This course does not fulfil the purpose of CTL199, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.

# Master of Teaching in Elementary and Intermediate Education (MTE)

## Program Coordinator

J. Scarfo

## Core Faculty

C. Brett, E. Campbell, J. Hewitt, A. Jordan,  
D. McDougall

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

## Admission Requirements

Applicants are admitted under S.S. general regulations. They must have the equivalent of an appropriate university of Toronto four-year bachelor's degree with standing equivalent to a university of Toronto **mid B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on

these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

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

- 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
- a photocopy of a certificate of change of name where applicable

**OTE.** A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

## Concentrations

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

**Primary/Junior** junior kindergarten to grade 6  
**Junior/Intermediate** grades 4 to 8

Applicants to the junior/intermediate concentration must select **one** teaching subject from the following list

### English First Language

Prerequisites Two full university courses in English

### French Second Language

Prerequisites Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

### Geography

Prerequisites Two full university courses in geography

### Health and Physical Education

Prerequisites No prerequisites are required

### History

Prerequisites Two full university courses in history

### Mathematics

Prerequisites Two full university courses in Mathematics

### Music Instrumental

Prerequisites Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

### Music

Prerequisites Two full university courses in Music or appropriate background in Music

### Science General

Prerequisites Three full university courses in Science.

**NOTE** Only Science-General is offered at

### Visual Arts

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

## Degree Requirements

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

### First Year Core Courses

- CTL7 Curriculum and Teaching in Literacy
- CTL7 2 Curriculum and Teaching in Mathematics
- CTL7 3 Curriculum and Teaching in Social Studies and Science
- CTL7 4 Practicum in Schools
- CTL7 6 Reflective Teaching and Inquiry into Research in Education
- CTL7 7 Authentic Assessment

### Second Year Core Courses

- CTL7 1 Educational Professionalism, Ethics and the Law
- CTL7 Practicum Internship
- CTL7 8 Introduction to Special Education and Adaptive Instruction
- CTL7 9 Anti-Discriminatory Education
- CTL7 10 Issues in Numeracy and Literacy
- CTL7 11 Child and Adolescent Development

### Elective Courses

The two electives are normally selected from other graduate courses offered at

## Courses

The following course descriptions are for those courses numbered in the 700 series.

### CTL7000 Curriculum and Teaching in Literacy

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 12. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education.

### CTL7001 Educational Professionalism, Ethics and the Law

This course will enable students to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and the role of the teacher are studied in detail. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

### CTL7002 Curriculum and Teaching in Mathematics

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 12. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

### CTL7003 Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

### CTL7004 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 the university. The practicum provides a minimum of 40 days of field experience. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

**T 700 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 . The practicum provides a minimum of 4 days of field experience as junior staff members within school settings. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

**T 700V Reflective Teaching and Inquiry Into Research in Education**

This course is designed to develop students awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways 1 the teacher as a reflective professional oriented towards inquiry into educational theory and practice 2 the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role 3 the teacher as a critical analyst of educational research 4 the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

**T 7007 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.

**T 7008 Introduction to Special Education and Adaptive Instruction**

In Ontario, the regular education classrooms is currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons legal, educational, moral and philosophical. In this course, we will consider special education from the perspective of the regular classroom teacher from this perspective, special education is not special but is effective teaching that benefits all the students in the class. It is the provision of instruction that is adapted to the diverse needs of the students in the class. Therefore, we will not consider how to identify disabilities, or how to interpret psycho-diagnostic tests to confirm learner difference. Instead we concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to

accommodate learner differences and how collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.

**T 700 Anti discriminatory Education**

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students administrators and students students and students students and the curriculum teachers and the curriculum administrators and teachers teachers and parents parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

**T 700 Issues in Numeracy and Literacy**

In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy.

**T 70 Child and Adolescent Development**

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

# Second Language Education Program

## Program Coordinator

Ina Spada

## Core Faculty

Alister Cumming, Head, Modern Language Centre  
 . Cummins, A. Agn, . Deres, . Labrie, S. Lapin,  
 . Spada, M. Swain

## Associate Faculty

. Chen-umgardner, Human Development and Applied Psychology  
 R. Childs, Human Development and Applied Psychology  
 E. Deva, Human Development and Applied Psychology  
 M. Keller, Sociology and Equity Studies in Education  
 R. Kelms-Par, Division of Humanities, University of Toronto at Scarborough  
 E. King, Curriculum, Teaching and Learning  
 . Johnson, Department of East Asian Studies  
 . Rehner, Department of French, German and Italian, University of Toronto at Mississauga  
 . 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 the Collection Franco-Ontarienne are located in the Education Commons.

The Program offers three degrees: the M.Ed., M.A. and Ph.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 / T *Bulletin* prior to 1998.

## Master of Education

Applicants are accepted under S S 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. consists of ten half-courses only. Students must take a minimum of five CTL 3-level half-courses within the SLE Program. One of the courses must be either CTL3 - Foundations of Bilingual and Multicultural Education or CTL3 2 - Methodology and Organization of Language Teaching. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

## Master of Arts

Applicants are accepted under S S general regulations. Admission requires an appropriate four-year university of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a university of Toronto **mid B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrollment in the M.A. rather than the M.Ed. degree program is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons).** Students must take a minimum of four CTL 3-level half-courses within the SLE Program. Courses must include CTL3 1 - Research Colloquium in Second Language Education, Master's Level plus a course in research methods (RM) relevant to the topic of the thesis. Any of the following courses can fulfill this requirement:



CTL1 18 , CTL1 3 , CTL1 41 , CTL13 6 ,  
 CTL1 31 , CTL1 42 , CTL3 19 , CTL3 3 ,  
 CTL3 3 , CTL3 7 , AEC14 , DP12 7 ,  
 DP12 3 , SES19 .

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

**OTE** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

### Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both a full-time and flexible-time Ph.D. option. Applicants must declare the option for which they are interested in applying.

#### Full time FhN Option

Applicants are accepted under S S general regulations. A university of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a university of Toronto **B or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a **resum** and a Statement of **ntent** describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. If the applicant has not completed a thesis, then a sample of single-authored scholarly writing must be submitted with the application.

#### Flexible time FhN Option

Applicants to the flexible-time Ph.D. option are accepted under S S general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible-time Ph.D. option must include in their statement of intent the outline of a plan that demonstrates the following: a that the applicant is in a career related to the field of study b the applicant has 3 or more years with the same employer c a need and desire to continue with current career path d the capacity to secure blocks of time to enable concentrated study e.g. reference to the employer's leave policy, study incentive system, etc. .

Full-time Ph.D. students must complete their degree requirements within six years. Students in the flexible-time Ph.D. option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses depending on previous experience and academic qualifications, comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3 -level half-courses within the SLE Program. Students are required to take CTL 3 1 - Research Colloquium in Second Language Education, Doctoral Level unless they have previously taken CTL3 1 - Research Colloquium in Second Language Education, Master's Level, as well as a research methods RM course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement

CTL1 18 , CTL1 3 , CTL1 41 , CTL13 6 ,  
 CTL1 31 , CTL1 42 , CTL3 19 , CTL3 3 ,  
 CTL3 3 , CTL3 7 , AEC14 , DP12 7 ,  
 DP12 3 , SES19 .

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor.

For the flexible-time Ph.D. program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time, candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

### Doctor of Education

**OTE** The Doctor of Education degree was discontinued in 2011 and is only available to students currently registered in the program.

The Ed.D. ordinarily involves eight half-courses depending on previous experience and academic qualifications, comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3 1 - Research Colloquium in Second Language Education, Doctoral Level unless they have previously taken CTL3 1 - Research Colloquium in Second Language Education, Master's Level as well as a research methods RM course relevant to the topic of the thesis. Any of the following courses can fulfill this

requirement CTL1 10, CTL1 3, CTL1 41, CTL13 6, CTL1 11, CTL1 42, CTL3 19, CTL3 2, CTL3 3, CTL3 7, AEC14, DP12 7, DP12 8, SES19.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions i.e., one academic year of full-time study at some point during the program of study.

**OTE** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

**OTE** Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning other Departments at the University or in the Departments of Linguistics Anthropology or in language departments at the University.

## Courses

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

### EDUC 000 Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture including religion, or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.

### EDUC 001 Research Colloquium in Second Language Education - Master's level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.

### EDUC 002 Methodology and Organization of Second Language Teaching

This course deals with the second-language curriculum objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.

### EDUC 003 Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider i) language awareness in first, second, and foreign language education ii) the special need for language awareness in L2 contexts and iii) the role of language awareness in teacher development.

### EDUC 004 Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.

### EDUC 007 Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the construction of identities. Special attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.

### EDUC 007 S' minaire sur le langage et la communication

Ce cours a pour but d'explorer une conception large du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales se construisent en grande partie au moyen du discours, à travers

sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu d'étude. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.

**T 008 Critical Pedagogy and Cultural Diversity**

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

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**T 000 Second Language Learning**

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.

**T 0 Bilingualism and Education**

Ce cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et avec les méthodes de recherche qui ont été développées pour en traiter, de façon à pouvoir prendre en compte ces connaissances dans la recherche, l'enseignement ou le développement de matériel pédagogique, que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

**T 0 Bilingual Education and Bilingualism**

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

**T 0 Second Language Assessment**

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

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**T 0 Evaluation de la compétence langagière**

Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. L'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiés. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.

**T 0 Seminar in Second Language Literacy Education**

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various world contexts.

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**T 08 Language Policy and Planning**

The study of language politics, language planning and policy-making is a relatively recent field focusing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life e.g. education, justice, the media and even about what counts as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for

students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

**LT 08. Sociolinguistic and Applied Linguistics**

This course is for the purpose of better understanding how human interventions are realized in linguistic dynamics. We will examine in particular on which ideological and political bases language policies are developed, what are the components and the main steps, and how linguistic policies are perceived in social practices. Linguistic policy should take into account the context in which it is applied, how to harmonize the relationships between, on the one hand, the languages of the school, namely the language of instruction and the second or foreign languages, and on the other hand, the linguistic reality of the students, including in the first place their first language which may correspond to the dominant language, a minority language, a language of origin or an indigenous language, and, in the second place, their linguistic practices around bilingualism, the dominance of language, the alternance and the mixing of codes.

**LT 09. Research Themes in Canadian French as a Second Language Education**

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

**LT 020. 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.

**LT 02. 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.

**LT 02. Sociolinguistic of French Canadian**

This course is for the purpose of familiarizing students with the main characteristics of Canadian French. It is first of all to trace the origins and the historical evolution, then to highlight the main features, from the lexical, phonetic, morphosyntactic and discursive. We will also examine in addition some sociolinguistic phenomena surrounding the construction of the norm and the linguistic situation. This course also offers a practical initiation to the research in sociolinguistics applied to Canadian French and a reflection on its implications pedagogical.

**LT 02. Second Language Teacher Education**

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

**LT 7.7. 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 fieldwork 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 399). 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.

**LT 7.8. 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.

**CTL 700 Special Topics in Second Language Education  
Graduate level**

A course designed to permit the study in a formal class setting of specific areas of second language education not already covered in the courses listed for the current year. This course does not fulfil the purpose of CTL379 which is normally conducted on a tutorial basis.

**CTL 800 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.

**CTL 801 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.

**CTL 802 Ethnographic Research in the Second Language Disciplines**

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

**CTL 803 Aspects of Second Language Acquisition**

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.

**CTL 80V Sociocultural Theory and Second Language Learning**

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

**CTL 807 Processing Second Language Data**

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

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**CTL 808 The Role of Instruction in Second Language Learning**

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

**CTL 809 Research Seminar in Sociocultural Theory and Second Language Learning**

This course is an advanced seminar intended for students who are conducting second language learning research within a sociocultural theory (SCT) of mind framework. It will support students in developing their research ideas into a thesis proposal by analysing, coding and interpreting their data and working through the conclusions and implications of the results of their research.

The topics covered will include SCT and its commensurability with other theories, dynamic assessment, identity, agency, inner speech, private speech, play, classroom-based research, collaborative dialogue, genetic analysis, mediation, internalization, PD, etc.

**CTL 810 Practicum in Second Language Education  
Doctoral level**

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the fieldwork 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 399). 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.

**Y-T 398 Individual Reading and Research in Second Language Education - Doctoral level**

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

**Y-T 399 Special Topics in Second Language Education - Doctoral level**

A course designed to permit the study in a formal class setting of specific areas of second language education not already covered in the courses listed for the current year. This course does not fulfil the purpose of CTL399B, which is normally conducted on a tutorial basis.

**Y-T200 Using Classroom Assessment to Enhance Student Learning**

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1 understanding a variety of classroom assessment strategies 2 identify learning expectations and indicators 3 matching assessment to expectations 4 assessing students work and using feedback strategies for learning.

C

**Y-T2800 Advanced Froseminar in Educational Evaluation - Measurement and Policy Analysis**

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program M E in CTL and the Educational Administration Ed Admin Program in TPS.

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**Y-T 2 Reading in a Second Language**

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

and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

**YTE : 2 Language Culture and Education**

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, l'intérieur comme 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 l'oral et l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notions de pouvoir et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira l'examen des problèmes de l'éducation francophone.

**YTE : 2 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.

# Teacher Development Program

**NOTE:** This program is discontinued and is no longer accepting new applicants.

**Program Coordinator and Lead**  
 Dr. Miller

## Core Faculty

M. Beattie, C. Cecchetti, E. Campbell, C. Conle,  
 J. Cooper, J. Feuerverger, J. Gilbourn, M. Hooy,  
 S. Kiyoy, D. Thiessen

## Associated Faculty

C. Cecchetti, M. Connolly, P. Diamond, L. Hannay

In September 2015, the Curriculum Studies and Teacher Development Program assumed responsibility for offering a range of courses in teacher development. Students interested in this area of research should apply to the Curriculum Studies and Teacher Development Program. Students currently registered in Teacher Development will continue to take their courses, although these will now be offered through the Curriculum Studies and Teacher Development Program. The Centre for Teacher Development will continue to support teacher development research through the faculty and students associated with it.

Studies in Teacher Development focus on the personal, collaborative and organizational experiences of teachers throughout their careers. Areas of interest are teacher knowledge, teacher identity, teacher beliefs and practices, teacher inquiry, or teacher learning classroom and school improvement, teacher leadership, preservice and inservice education, or teacher politics holistic approaches to teaching and teacher development and equity and gender matters in teaching, cultural dimensions of teachers' lives, or the changing social and political context of teachers in society. The Centre for Teacher Development examines knowledge and supports research related to each of these areas.

## Doctor of Education

This degree is designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

## Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants.

**NOTE:** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

## Doctor of Education

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but may be initiated on a full-time or part-time basis.

**NOTE:** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

## Doctor of Philosophy

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only. Full-time registration is mandatory until all degree requirements have been completed.

**NOTE:** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.

## Courses

**NOTE:** As a result of the merger of the Teacher Development Program and the Curriculum Program, Teacher Development courses have been renumbered as CTL1 -level courses and are now being offered through the CTL Curriculum Studies and Teacher Development Program. pages 63 - 64.



# Collaborative Graduate Degree Programs

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

Comparative, International and Development  
Education C DE  
Graduate Collaborative Program in Womens Studies  
CWS  
Knowledge Media Design MD

Additional information is available in the Collaborative Graduate Degree Programs section of this *Bulletin* pages 17 - 17 and the *School of Graduate Studies Calendar*.

## Comparative International and Development Education

### Program Directors

Jaren Bundy Adult Education and Counselling  
Psychology

Yoseph FN Harrell Curriculum, Teaching and Learning

### Contact

Sylvia Macrae, Program Advisor  
Website [oise.utoronto.ca](http://oise.utoronto.ca)  
E-mail [oise@oise.utoronto.ca](mailto:oise@oise.utoronto.ca)

### Participating Faculty

For more, see P. Farrell, S. Feuerwerker, A. Cumming and S. Mayo

The Collaborative Program in Comparative, International and Development Education C DE is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology Curriculum, Teaching and Learning Sociology and Equity Studies in Education and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

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

Prospective applicants should review the detailed information about the C DE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 17 of this *Bulletin* and on the C DE Website at [oise.utoronto.ca](http://oise.utoronto.ca). You are strongly advised to contact one of the participating C DE faculty members listed above, to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

### Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by C DE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this *Bulletin* pages 173 - 17. Full descriptions for the following seven courses can be found earlier in the CTL section.

CTL1 37	Comparative and Cross-Cultural Perspectives
CTL1 6	Education and Social Development
CTL1312	Democratic Citizenship Education
CTL1316	Global Education Theory and Practice
CTL1318	Teaching Conflict and Conflict Resolution
CTL1363	Controversial Issues in Development Education
CTL1364	Methodologies for Comparing Educational Systems RM
CTL3 8	Critical Pedagogy, Language and Cultural Diversity
CTL3 1	Seminar in Second Language Literacy Education
CTL3 18	Language, Policy and Planning

## Graduate Collaborative Program in Women's Studies (GWS)

The Department of Curriculum, Teaching and Learning is one of 27 University of Toronto departments which participate in the Graduate Collaborative Program in Women's Studies (GWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include

- CTL1 11 Anti-Discriminatory Education in School Settings
- CTL1 12 Curriculum for Girls and Young Women: Historical and Contemporary Issues
- CTL11 1 Arts and Education: Practice and Theory
- CTL13 9 Les stereotypes sexuels dans les programmes scolaires
- CTL131 Feminist Theory, Identity Politics and Contemporary Educational Thought
- CTL1311 Gender, Education and Activism: An International Feminist Dialogue
- CTL1312 Democratic Citizenship Education
- CTL1313 Gender Equity in the Classroom
- CTL134 Gender Issues in Mathematics, Science, and Technology
- CTL1351 Critical Ethnography: Methods and Curriculum
- CTL1999 Special Topics in Curriculum: Doctoral Level Gender Theories, Studies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the GWS Coordinator of Graduate Studies. Further information is also available on page 178 and from the *School of Graduate Studies Calendar*.

### Further information is available from

Tara Goldstein  
 22 Floor Street West,  
 Toronto, Ontario M5S 1A6  
 Telephone 416-923-6641 ext. 7331  
 E-mail [tgoldstein@oise.utoronto.ca](mailto:tgoldstein@oise.utoronto.ca)  
 Website <http://www.utoronto.ca/iwsgs/>

## Graduate Collaborative Program in Knowledge Media Design (KMD)

Director Andrew Clement  
 Coordinator Barbara Soren  
 Administrative Assistant Christina Parker  
 Location Cohen Centre for Information Technology, 4 St. George St., 7th Floor  
 Telephone 416-978-2600 MD  
 Email [kmdinfo@mdi.utoronto.ca](mailto:kmdinfo@mdi.utoronto.ca)  
 Website [kmdi.utoronto.ca](http://kmdi.utoronto.ca)

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participates in the Knowledge Media Design (KMD) Collaborative Program.

The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 27 academic disciplines. Other departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (MS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMDI challenges both the technological utopians and dystopians with a vision that is constructively critical and sees itself to be a catalyst for collaborative endeavours and cross-disciplinary research.

KMDI provides a specialisation for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's home department and with the KMDI Director. See KMDI address below.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design in addition to the degree from their department."

**Further information is available from:**

The School of Graduate Studies Calendar  
The student's departmental Liaison Officer  
The MD Collaborative Program Office

# Human Development and Applied Psychology (AF)

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

We currently offer the following

## Child Study and Education (MEd and M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teacher's Certificate of Qualification and an M.A.

## Developmental Psychology and Education (MEd and M.A.)

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 (MEd and M.A.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

## Neuroscience (MEd and M.A.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

## School and Clinical Child Psychology (MEd and M.A.)

A program intended to fulfill 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](http://www.ro.oise.utoronto.ca)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-48  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)  
Website [hdap.oise.utoronto.ca](http://hdap.oise.utoronto.ca)

## Registrar's Office contact

Christine Fung, Liaison Officer  
Registrar's Office, Graduate Studies Registration Unit  
Telephone 416-923-6641 ext. 266  
E-mail [cfung@oise.utoronto.ca](mailto:cfung@oise.utoronto.ca)

## Academic Information

### Child Study and Education

Eliabeth Rentelos  
Telephone 416-934-422  
E-mail [ics.info@oise.utoronto.ca](mailto:ics.info@oise.utoronto.ca)

### Developmental Psychology and Education

Marisa Freire  
Telephone 416-923-6641 ext. 2422  
E-mail [mafreire@oise.utoronto.ca](mailto:mafreire@oise.utoronto.ca)

### Developmental Science Collaborative Program and Neuroscience Collaborative Program

Marc Lewis  
Telephone 416-923-6641 ext. 2443  
E-mail [mlewis@oise.utoronto.ca](mailto:mlewis@oise.utoronto.ca)

### School and Clinical Child Psychology

Diana Robinson  
Telephone 416-923-6641 ext. 2414  
E-mail [drobinson@oise.utoronto.ca](mailto:drobinson@oise.utoronto.ca)

### Programs and Admissions Coordinator

Ancy Smart  
Telephone 416-923-6641 ext. 2324  
E-mail [nsmart@oise.utoronto.ca](mailto: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

**Associate Chair of the Department****Michele Peterson-Badali, Ph.D. (Toronto)**

Associate Professor, cross-appointed to the Centre of Criminology

**Faculty****Mary Louise Arnold, Ed.D. (Harvard)**

Associate Professor

**Xi Chen-Bumgardner, Ph.D. (Illinois)**

Assistant Professor

**Ruth Childs, Ph.D. (North Carolina)**

Associate Professor

**Carl Corter, Ph.D. (North Carolina)**

Professor and The Atkinson Charitable Foundation Chair in Early Child Development and Education

**Joseph Ducharme, Ph.D. (Toronto)**

Associate Professor

**Michel Ferrari, Ph.D. (UQAM)**

Associate Professor and Head of Centre for Applied Cognitive Science

**Esther Geva, Ph.D. (Toronto)**

Professor

**Guanglei Hong, Ph.D. (Michigan)**

Assistant Professor

**Jenny Jenkins, Ph.D. (London)**

Professor, cross-appointed to the Department of Psychology

**Steven Katz, Ph.D. (Toronto)**

Senior Lecturer

**Kang Lee, Ph.D. (New Brunswick)**

Professor and Director, Institute of Child Study

**Marc Lewis, Ph.D. (Toronto)**

Professor

**Nancy Link, Ph.D. (Toronto)**

Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program

**Rhonda Martinussen, Ph.D. (Toronto)**

Assistant Professor

**Hazel McBride, Ph.D. (Toronto)**

Senior Lecturer

**Joan Moss, Ph.D. (Toronto)**

Assistant Professor



**Janette Pelletier, Ph.D. (Toronto)**

Associate Professor



**Michal Perlman, Ph.D. (Waterloo)**

Assistant Professor



**Joan Peskin, Ph.D. (Toronto)**

Assistant Professor



**Katreena Scott, Ph.D. (Western)**

Assistant Professor



**Rosemary Tannock, Ph.D. (Toronto)**

Professor



**Richard Volpe, Ph.D. (Alberta)**

Professor



**Judith Wiener, Ph.D. (Michigan)**

Professor



**Dale M. Willows, Ph.D. (Waterloo)**

Professor



**Richard Wolfe, (Wisconsin)**

Associate Professor



**Earl Woodruff, Ph.D. (Toronto)**

Associate Professor cross-appointed to the Department of Curriculum, Teaching and Learning



**Associated Faculty**

**Lesley Atkinson, Ph.D. (York)**

Research Lead and Senior Psychologist, Centre for Addiction and Mental Health

**Judith Bernhard, Ph.D. (Toronto)**

Professor, Ryerson University

**Jane Bertrand, M.Ed. (Toronto)**

Executive Director, Atkinson Centre for Society and Child Development,

**Jessica Brian, Ph.D. (York)**

Co-Director, Autism Research Unit, Hospital for Sick Children

**Alister Cumming, Ph.D. (Toronto)**

Professor, Department of Curriculum, Teaching and Learning,

**Judith Friedland, Ph.D. (Toronto)**

Professor, Department of Occupational Therapy, University of Toronto

**Martha Friendly, Ph.D. (Connecticut)**

Coordinator, Childcare Resource and Research Unit and Senior Research Associate, Centre for Urban and Community Studies, University of Toronto

**Joan Grusec, Ph.D. (Stanford)**

Professor, Department of Psychology, University of Toronto

**Charles Helwig, Ph.D. (University of California at Berkeley)**

Associate Professor, Department of Psychology, University of Toronto

**Thomas W. Humphries, Ph.D. (Northwestern)**

Adjunct Professor

**Anne Jordan, Ph.D. (Toronto)**

Professor, Department of Curriculum, Teaching and Learning,

**Daniel Keating, Ph.D. (Johns Hopkins)**

Professor, University of Michigan

**Sherri MacKay, Ph.D. (Toronto)**

Assistant Professor, Department of Psychiatry, University of Toronto

**Katharina Manassis, M.D. (Toronto)**

Associate Professor, Department of Psychiatry, University of Toronto

**Solveiga Mieztis, Ph.D. (Toronto)**

Professor, Department of Adult Education and Counselling Psychology,

**Chris Moore, Ph.D. (Cambridge)**

Professor, Dalhousie University

**Joanne Rovet, Ph.D. (Toronto)**

Professor, Department of Pediatrics, University of Toronto

**Marlene Scardamalia, Ph.D. (Toronto)**

Professor, Department of Curriculum, Teaching and Learning,

**Russell Schachar, Ph.D. (Toronto)**

Professor, Department of Psychiatry University of Toronto Senior Scientist, Research Institute, Hospital for Sick Children

**Glenn Schellenberg, Ph.D. (Cornell)**

Associate Professor, Department of Psychology, University of Toronto at Mississauga

**Mark Schmuckler, Ph.D. (Cornell)**

Professor, Department of Psychology, University of Toronto at Scarborough

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

Professor, status only, Department of Human Development and Applied Psychology,

**Anthony Toneatto, Ph.D. (McGill)**

Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

**Sandra Trehub, Ph.D. (McGill)**

Professor, Department of Psychology, University of Toronto at Mississauga

**James Worling, Ph.D. (Toronto)**

Consultant Psychologist

**Philip D. Zelazo, Ph.D. (Yale)**

Associate Professor, Department of Psychology, University of Toronto

**Kenneth Zucker, Ph.D. (Toronto)**

Professor, Department of Psychology, University of Toronto

**Adjunct Clinical Supervisors  
(School and Clinical Child Psychology Program)****Janice Baker, Ph.D. (Toronto)**

Psychologist/Psychoeducational Consultant, Peel District School Board

**David Benner, Ph.D. (York)**

Chief Psychologist, Child and Adolescent Services Hamilton

**Art Caspary, Ph.D. (Waterloo)**

Head, Psychology Department, St. Joseph's-Dellcrest Centre Jarvis Site

**Minakshi Grajjar, Ph.D. (Toronto)**

Psychologist/Psychoeducational Consultant, Toronto District School Board

**Lynne Hoevenaars, Dip.C.S. (Toronto)**

Psychoeducational Consultant, St. Catharines Catholic District School Board

**Margaret James, MA. (Auckland)**

Psychoeducational Consultant, Toronto District School Board

**Maria Kokai, Ph.D. (Budapest)**

Chief Psychologist, Toronto Catholic District School Board

**Ken Kwan, Ph.D. (Toronto)**

Clinical Director, Markham Stouffville Family Life Centre

**Karen MacLeod, Ph.D. (Waterloo)**Psychologist  
Lutherwood Mental Health Services**Fran Mastovas, Dip.C.S. (Toronto)**Psychoeducational Consultant  
Toronto Catholic District School Board**Ann McCoy, M.A. (A.I.C. Springfield)**

Psychoeducational Consultant, Toronto Catholic District School Board

**Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)**

Psychologist, Surrey Place Centre

**Michelle Neufeld, Ph.D. (Toronto)**

Psychologist, Trillium Health Centre

**Susannah Power, Ph.D. (Toronto)**

Psychologist/Psychoeducational Consultant, Toronto Catholic District School Board

**David Schwartzbein, Ph.D. (York)**

Psychologist/Psychoeducational Consultant, Toronto District School Board

**Lorna Sugar, Ph.D. (York)**

Psychologist, Leaside Health Oshawa

**Christine Wasson, Ph.D. (Toronto)**

Psychologist/Psychoeducational Consultant, Toronto District School Board

**Steve Webne, Ph.D. (Auburn)**

Psychologist, Shonier Centre

**Pamela Wilansky-Traynor, Ph.D. (York)**  
Psychologist, Centre for Addiction and Mental Health

**Ken Zucker, Ph.D. (Toronto)**  
Psychologist-in-Chief, Centre for Addiction and Mental Health

**Debby Zweig, Ph.D. (Minnesota)**  
Coordinator, Child and Family Services, York Central Hospital

## Child Study and Education Practicum Coordinator

Ronna Luger, M.Ed. Boston

## Laboratory School Staff

based at the Institute of Child Study

E. Morley, B.A., Dip. C.S. Toronto, Principal, CS Laboratory

D. Bloom, B.Sc. Western, B.Ed. Toronto

J. Comay, B.A., M.A., Dip. C.S. Toronto

J. Crook, B.Ed. Queens On Leave

J. Donohue, B.A., Dip. C.S. Toronto

C. Durand, Dip. Art, F.T. Cert. Toronto

J. Gorevich, B.Sc. Vermont, M.A. Buffalo

C. Halewood, E.C.E., B.A., B.Ed. Toronto

R. Herson, B.F.A. York

J. Himel, M.A. Toronto

J. L'Esperance, M.A. Toronto

J. Lott, B.Sc. Toronto, M.A. Toronto

R. Messina, B.A., B.Ed. Toronto

S. Murray, B.F.A. Columbia

P. Mumdar, B.A. New Delhi, M.A. Toronto

J. Peebles, B.A. Toronto, M.A. Toronto

A. Randall, B.A. Western, M.A. Toronto

J. Raun, B.A., M.A. Toronto

S. Schwenger, B.A., M.Ed., M.S.W. Toronto

R. Shaw, B.A., Dip. C.S. Toronto

R. Smith, B.A. Toronto

C. Stephenson, B.A., Dip. C.S. Toronto

R. Stevens, B.A. Western, B.Ed. Queens, M.A. Toronto On Leave

## University Professor Emeritus

David R. Olson, Ph.D. Alberta

## Professors Emeriti

Andrewiemiller, Ph.D. Cornell

Carlereiter, Ph.D. Wisconsin

Betty Flint, M.A. Dip. C.S. Toronto

Jennifer Ardacre, Ed.D. Iowa

Carol Musselman, Ph.D. Michigan

Keith Oatley, Ph.D. London

Denis Shacel, Ph.D. Toronto

Conchita Tan-Willman, Ph.D. Minnesota

## 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 July, September, or January.

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 should also include the names of potential supervisors whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 193 - 197.

## Interdepartmental 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 182 for further information.



# Child Study and Education Program

## Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a nursery through grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age, how individual differences reflect developmental changes, and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

## Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to an appropriate University of Toronto **mid B or better** in the final year. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

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

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

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

## Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in kindergarten/early childhood, grade 1-3, and grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3-month full-time internship in an elementary classroom.

## First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

- DP22 Child Study: Observation, Evaluation, Reporting, and Research
- DP22-1 Childhood Education Seminar and Practicum
- DP221 Introduction to Curriculum

**NOTE:** Students without undergraduate courses in child development must take DP22-1 Child and Adolescent Development as one of their electives.

## Second Year Courses

### Academic Term

In addition to one academic term elective half-course, the following required courses are to be taken:

- DP2211 Theory and Curriculum – Language and Literacy
- DP2212 Theory and Curriculum – Mathematics
- DP223 Designing Educational Programs

### Internship Term

In addition to one internship term elective half-course, the following required courses are to be taken:

- DP222 Childhood Education Seminar – Advanced Teaching
- DP2221 Advanced Teaching Practicum – full course

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

### Special Education

Students planning a career in special education may include a six-week placement in a special education setting in their first year of study. In their first or second year of study, they may elect DP222 Introduction to Special Education and Adaptive Instruction, DP2292 Assessment for Instruction, or DP2296 Reading and Writing Difficulties.

### Early Childhood

Students interested in kindergarten and early childhood programs may take their internship in an early years setting in their second year, in addition to the required six-week early years placement in their first year. They may also take electives in early childhood: DP1211 Psychological Foundations of Early Development and Education, DP129 Child and Family Relationships.

### Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (RP) normally under the supervision of a qualified faculty member at CS. Students who plan to do the RP must take DP129 Research Methods and Thesis Preparation in Human Development and Applied

Psychology either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their RP supervisor.

As it is difficult to complete the RP requirement while focusing on Special Education or Early Childhood, courses may be taken in the Summer Session between the first and second years.

Students who have not studied statistics as undergraduates are expected to take DP127 Introduction to Applied Statistics.

**NOTE:** Successful completion of a RP does not guarantee acceptance to a doctoral degree program within DAP. Students must submit an application for the doctoral degree program.

## One Year Degree Program

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and an Ontario Teachers' Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

### 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 DAP. The program may be undertaken either on a part-time or full-time basis. The required courses are:

- DP2211 Theory and Curriculum – Language and Literacy
- DP2212 Theory and Curriculum – 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 (RP) that includes empirical field work.

# Developmental Psychology and Education Program

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 educational and other applied settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development, cognition and instruction, language, literary and mathematics, special education and adaptive instruction, developmental neuroscience, advanced research methodology and evaluation, and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

## Master of Arts

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

### Admission Requirements

Admission to the M.A. requires a preparation equivalent to an appropriate university of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, Occupational Therapy or other area relevant to their specific program of study, are also eligible to apply for admission. The usual admission standard is standing equivalent to a university of Toronto **A or better**. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

### Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis.

### Required Courses

- DP12 9 Research Methods and Thesis Preparation in Human Development and Applied Psychology RM
- DP12 3 Intermediate Statistics and Research Design RM
- DP22 2 Individual Reading and Research in DAP Master's Level

Students must take additional courses from the M.A. required courses listed in the Departmental guidelines menu. Students who have not had a previous course in human development will be required to take DP12 1 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 or other related experience, who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

### Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to an appropriate university of Toronto four-year bachelor's degree with standing equivalent to a university of Toronto **mid B or better**. 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

- DP12 Foundations of Human Development and Education
- DP2293 Interpretation of Educational Research RM

Students who have not had a previous course in human development will be required to take DP12 1 Child and Adolescent Development or an equivalent, as one of their ten half-courses.

## Doctor of Philosophy

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

### 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 **Master's** 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 fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

### 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

DP32 Research Proseminar on Human Development and Applied Psychology

#### plus

an intermediate or higher level statistics course. Please see the DAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see DAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology will be required to take DP12-1 Child and Adolescent Development or an equivalent course in addition to their six half-courses.

## 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 **Master's** in the master's degree. Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

### 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

DP32 Research Proseminar on Human Development and Applied Psychology

#### plus

a statistics course. Please see the DAP Program Guidelines for a list of approved courses.

It is recommended that students take DP32 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take DP12-1 Child and Adolescent Development or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the faculty advisor.

# Collaborative Programs

## Developmental Science

### Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

**NOTE** This program is an option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

### Master of Arts

#### 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 M.A. requires a preparation equivalent to a university of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a university of Toronto **A or better**. Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

#### Degree Requirements

In addition to courses required by the home department, students enrolled in the Collaborative Program must take the following courses. Note that these courses may also serve as requirements or electives in one or both home departments.

#### Required Courses

- DS1233 Cognitive Development and Applications
- DS1249 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 master's degree. Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

#### Required Courses

- DS3 Advanced Methods in Developmental Science RM

**NOTE** All students will also be required to attend a Developmental Science colloquium series.

**NOTE** Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their home department.

### Collaborative Program in Neuroscience

The Program in Neuroscience offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. It sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the university level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology. For more detailed information about this and other collaborative programs, see pages 17 - 17 of this *Bulletin*.

# School and Clinical Child Psychology Program (SCLCP)

The School and Clinical Child Psychology (SCLCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCLCP Program is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCLCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCLCP Program is designed to establish a strong foundation or trunk of core knowledge and skills early in the program, with students free to specialize or branch out later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCLCP other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCLCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

## Master of Arts

The M.A. degree program in SCLCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic. In the second year, students have a practicum experience of a minimum of 200 hours.

### Admissions Requirements

Admission to the M.A. requires a preparation equivalent to a university of Toronto four-year bachelor's degree in Psychology, or its equivalent. The psychology component of the four year degree is defined as a minimum of six full courses or equivalent in psychology, including

- three full courses or equivalent in psychology at the senior level (third or fourth year)
- one full course or equivalent in research methods/statistics

The usual admission standard is standing equivalent to a university of Toronto **A or better**. Most applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to the two required academic letters of recommendation, a letter from an applied setting.

### Prerequisite Requirements

The M.A. program of study is comprised of 12 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

- Required courses** to be taken in the first year, are
- DP121 Psychological Assessment of School-Aged Children
  - DP1216 Psychoeducational Assessment
  - DP1219 Ethical Issues in Applied Psychology

- DP122 Introduction to School and Clinical Child Psychology
- DP123 Psychology and Education of Children with Learning Disabilities

**Required courses** to be taken in the second year, are

- DP121 Seminar and Practicum in Assessment
- DP1236 Developmental Psychopathology

**Required course** to be taken in the first or second year is

- DP1235 Intermediate Statistics and Research Design

In consultation with their advisors, students are also **required** to take one of the following courses on cognitive/affective bases of behaviour

- DS1233 Cognitive Development and Applications
- DP1299 Language Acquisition and Development

For students who have not taken a previous child development course in their undergraduate degree program, DP121 Child and Adolescent Development must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, DP1237 Introduction to Applied Statistics RM must be taken in addition to the other requirements. Students should refer to the *Practicum and Internship Policy and Placement, and, oo* for a description of the evaluation processes and criteria for practicum and/or internship placements.

### Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A.. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

### Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A or better** in the master's degree. A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

**OTE** Although students in the M.A. in SCCP are given priority over other applicants when applying to the Ph.D., continuation from the M.A. to the Ph.D. is not

automatic. Demonstration of a high level of competence and commitment is required.

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

### Degree Requirements

The Ph.D. program of study is comprised of ten half-courses including a Doctoral practicum course and a 16 hour internship, a comprehensive examination and a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the *Practicum and Internship Policy and Placement, and, oo* 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

- DP1222 Approaches to Psychotherapy Across the Lifespan
- DP32 Research Proseminar on Human Development and Applied Psychology
- DP3241 Seminar and Practicum in Assessment and Intervention with Children
- DP3242 Internship in School and Clinical Child Psychology

Normally, DP1222 and DP32 are taken in the first year of the Ph.D., DP3241 in the second year of the Ph.D., and DP3242 in the final year of the Ph.D.

### plus

one course from each of the following menus - see the Program Guidelines for course lists.

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Aspects of Behaviour
- Biological Aspects of Behaviour

**OTE** Students are also encouraged to take an advanced level Statistics Course

In addition to these requirements, students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take DP32-4 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 DP12-1 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 Role of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

### Further information is available from:

The Registrar  
College of Psychologists of Ontario  
11 Eglinton Avenue West, Suite  
Toronto, Ontario M4R 1A3  
Telephone 416-961-8817  
Telephone 1-800-489-8388  
Fax 416-961-263  
E-mail cpo@cpo.on.ca

## Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is DP.

### DP 200 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.

### DP 201 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.

### DP 202 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.

### DP 203 Psychological Foundations of Early Development and Education

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



## F 2 7 Psychological Assessment of School Aged Children

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests e.g., WISC- , WPPSI - , WA S- , WAT- , -TEA, W - , WRAT-3 which are 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 pre-requisite for course DP 1216.

## F 2 8 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 DP121 .

## F 2 7 Foundations of Proactive Behavioural and Preventive 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, and evaluating clinical progress.

## F 2 8 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.

**OTE:** Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Lin to arrange a practicum placement.

**Prerequisite:** DP121 , DP1216, DP1219, DP122 or equivalent and permission of instructor.

## F 2 : 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.

## F 220 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.

**OTE:** Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year.

**F 222 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.

**OTE** Targeted to School and Clinical Child Psychology students others by permission of instructor.

**F 2 Foundations of Cognitive Science**

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

**F 2V Developmental Psychopathology**

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

**F 27 Development and Learning**

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

**F 28 Special Topics in Human Development and Applied Psychology, Master's level**

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

**F 2 Outcomes of Early Education and Child Care**

Does early childhood education make a difference? Are day care kids different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues: we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. Early childhood up to 9 or 10 years of age.

**F 2V Child Abuse Intervention and Prevention**

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

**F 2 Child and Family Relationships: Implications for Education**

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

**F 2V0 Children's Psychology and the Law**

A critical analysis of the Canadian legal systems interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law, custody and access protection, and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.

**OTE** This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

**F 2V Social and Personality Development**

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well

as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

### F 272. Play and Education

A series of seminars dealing with the definition of the term play and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

**OTE.** 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 see the permission of the instructor to register.

### F 273. Preventative Interventions for Children at Risk

This course examines evidenced based efforts to prevent problems that place children and youth at risk. Focus will be on ways of reducing risk and increasing protective factors. Coverage includes interventions that effectively deal with health, social, and educational issues impacting well being and life chances. Poverty, chronic illness, and intentional and unintentional injury are some of the areas surveyed.

### F 280. Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.

**OTE.** 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 see the permission of the instructor to register.

### F 281. Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

**OTE.** This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education.

### F 287. Introduction to Applied Statistics

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics: an introduction to sampling, experimental design and statistical inference: contingency tables and Chi-square test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyse real data and to interpret the analytical results.

**OTE.** Students who have previously taken CTL204 are prohibited from taking this course.

### F 288. Intermediate Statistics and Research Design

Survey sampling, experimental design, and power analysis analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models: linear and multiple regression: multiple correlation: analysis of covariance.

**OTE.** This course is intended primarily for students. Others must see the permission of the instructor to register. Students who have previously taken CTL208 are prohibited from taking this course.

**Prerequisite:** DP1287 or equivalent.

### F 289. Multivariate Analysis with Applications

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.

**OTE.** Students who have previously taken CTL209 are prohibited from taking this course.

**Prerequisite:** DP1288 or equivalent.

### F 290. Causal Inference and Structural Equation Modeling

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural

equation modeling, students will be introduced to causal inference theories and techniques including propensity score matching and stratification, inverse-probability-of-treatment weighting (IPTW), selection models, and the instrumental variable method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.

**OTE** Students who have previously taken CTL211 are prohibited from taking this course.

**Prerequisite:** DP123 or equivalent.

### F222 Test Theory [3]

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.

**OTE** Students who have previously taken CTL231 are prohibited from taking this course.

**Prerequisite:** DP123 or equivalent.

### F223 Applied Research Design and Data Analysis [3]

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.

**OTE** Students who have previously taken CTL237 are prohibited from taking this course.

**Prerequisite:** DP123 or permission of the instructor.

### F224 Language Acquisition and Development [3]

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence.

Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.

### F2200 Child Study, Observation, Evaluation, Reporting, and Research [3]

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research

settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice will be emphasized.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F220 Childhood Education Seminar and Practicum [3]

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F2202 Childhood Education Seminar II: Advanced Teaching [3]

This seminar will provide for discussion of topics and issues that emerge during the students' internship (DP2221 Advanced Teaching Practicum) and that relate to employment preparation.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F220 Introduction to Curriculum [3]

This full-year course provides an introduction to the basic elementary curriculum areas with an extended focus on the Early Years (ES) and on Grades 1-6 Language Literacy, Mathematics, Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F22 Theory and Curriculum I: Language and Literacy [3]

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of

language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F222 Theory and Curriculum II Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F222 Advanced Teaching Practicum (Fall/Spring)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 32 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.

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

### F220 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.

**OTE** This course is normally open to students in the M.A. in Child Study and Education program only.

### F222 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.

### F227 Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range

of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.

### F2280 Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.

### F228 Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents' educational programs in regular and special classes.

### F2288 Effective 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.

### F222 Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

**Prerequisite:** DP228 or equivalent

### F22 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.

**F22** **Reading and Writing Difficulties**

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems.

Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

**OTE.** Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

**F 200** **Research Froseminar on Human Development and Applied Psychology**

This course, intended for all beginning doctoral students in DAP, 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.

**F 20** **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.

**F 20** **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.

**F 20.** **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.

**F 20** **Social and Moral Development**

This course examines theoretical perspectives and contemporary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and sociomoral reasoning aspects of social and moral experience (e.g., peer relations, prosocial behaviour) and political dimensions of interpersonal relations (e.g., social responsibility, prejudice and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.

**F 20.** **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.

**F 22** **Cross Cultural Perspectives on Children's Problems**

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

**OTE.** Permission of the instructor is required.

**F 22.** **Advanced Proactive Behavioral and Cognitive Behavioral Interventions**

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

### F 22 Developmental Trajectories and High-Risk Environments

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

### F 22V Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.

**Prerequisite:** One graduate course in quantitative analysis, and permission of the instructor.

### F 227 Multi-level Modeling in Social Scientific and Educational Research

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher improvement, and organizational change. Multi-level modeling, also called hierarchical linear modeling (HLM), resolves the dilemma of units of analysis. More importantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own research contexts.

**Prerequisite:** DP1237 or equivalent

### F 227 Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will discuss cognition-emotion interaction and the development of this interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with some grounding in the neural basis of emotion. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.

### F 20 Understanding Narrative

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

### F 20 Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. Keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory. That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and/or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.

### F 208 Special Topics in Human Development and Applied Psychology, Doctoral Level

Description as for DP1238

### F 208 Advanced Social and Emotional Assessment Techniques

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

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

**Prerequisites:** DP1216 or equivalent and DP1218 or equivalent and permission of the instructor.

**F 2. Seminar and Practicum in Assessment and Intervention with Children (Fass/Hail)**

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.

**OTE** Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Lin to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.

**Prerequisite** DP1216 or equivalent and permission of the instructor.

**F 2.2 Internship in School and Clinical Child Psychology (Fass/Hail)**

This is a 16 hour placement completed in the third or fourth year of doctoral study. Pre-requisites DP3241 and permission of instructor.

**F 2.2 Individual Reading and Research in Human Development and Applied Psychology, Doctoral level**

Description as for DP222.

**F 2 Systemic Family Therapy**

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.

**F 282 The Psychology of Critical Thinking**

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

**F 28V Developmental Neurobiology**

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

**F 2.2 Advanced Psychoeducational Assessment and Psychoeducation**

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children.

Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.

**OTE** This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.

**Prerequisite** DP1216 and one of DP1218, DP 271, or DP 284.

**F 2.7 Biological and Psychological Foundations of Attention Disorders**

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

**F 27 Assessment and Framing for Reading and Writing Difficulties**

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model with students of all ages, report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.

**OTE** This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.

**F 28 Research and Theories of Reading Disability**

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will



be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.

### PSY 28. Assessment and Intervention in Multicultural/Bilingual Contexts

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

**NOTE:** Open to doctoral students in School and Clinical Child Psychology only others by permission of instructor.

### PSY 28. Special Topics in Special Education and Adaptive Instruction. Doctoral level

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

### PSY 2. Cognitive Development and Applications

This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and findings from infancy to adolescence is assumed. We cover those topics that are currently consuming significant research interest among cognitive developmentalists. These topics currently include concepts and conceptual change in infants, core domains in conceptual development, the organization of action in infancy, the onset of symbolic functioning, memory development, the use of the imagination, theory formation as a model for conceptual change, and scientific reasoning.

### PSY 2.: 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.

### PSY 000. Advanced Methods in Developmental Science

The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately twelve topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in that particular area.

### PSY 2. Reading in a Second Language

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

### PSY 00. Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.

Offered jointly by the Faculty of Social Work and the Department of Psychology

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# Sociology and Equity Studies in Education (SESE)

## Department de sociologie 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 reflect clusters of current departmental research and teaching interests. Students are encouraged to orient to these interests as well as to work across them through their course-taking and research work. Each of these clusters of interest offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include

Critical Race and Anti-Racism Studies  
Culture, Communication and Critical Education  
Feminist Studies and Gender Relations in Education  
Indigenous Studies in Education  
Learning and Work

There is also additional expertise available in the areas of disability studies and queer studies.

Sociology in Education is the study of the social context of education. The Department understands education as a broad, multi-faceted concept that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. Equity is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the 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.utoronto.ca/NonbiseNutorontoNa](http://www.utoronto.ca/NonbiseNutorontoNa)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-406  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

### For information about registration contact

Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-406  
Telephone 416-923-6641 ext. 243  
E-mail [lromero@oise.utoronto.ca](mailto:lromero@oise.utoronto.ca)

### Academic and Departmental Information

For academic and departmental information, visit the SESE Website [www.utoronto.ca/NonbiseNutorontoNa/depts/sese](http://www.utoronto.ca/NonbiseNutorontoNa/depts/sese)

If you require further application information, contact Kristine Pearson, 416-923-6641 ext. 2292  
E-mail [pearson@oise.utoronto.ca](mailto:pearson@oise.utoronto.ca)

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

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**Kari Dehli, Ph.D. (Toronto)**

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Professor, Graduate Coordinator SESE, cross-appointed to the Department of Sociology and New College, University of Toronto



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Associate Professor, Graduate Studies Academic Secretary



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**Faculty****Sandra Acker, Ph.D. (Chicago)**

Professor, cross-appointed to the Department of Theory and Policy Studies in Education, and Associate Dean of the School of Graduate Studies, University of Toronto



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**Jacqui Alexander, Ph.D. (Tufts)**


Professor, cross appointed from the Institute for Women's Studies and Gender Studies, New College, University of Toronto



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**Rose Baaba Folsom, Ph.D. (Carl von Ossietzky University of Oldenburg)**

Associate Professor



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**Edward B. Harvey, Ph.D. (Princeton)**

Professor Emeritus



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Professor



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**Kathleen Rockhill, Ph.D. (California at Berkeley)**

Professor on leave


**Peter Sawchuk, Ph.D. (Toronto)**

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## Departmental Teaching and Research Interests

Our current departmental composition provides particular opportunities for students to focus their studies in the **five theme areas** listed below. In addition, the department has emerging expertise in the areas of **disability studies** as well as **queer studies**. Students are not required to commit to any single theme area when selecting courses, as our thematic areas intersect with one another. Research assistance work may be available in relation to any of these areas.

### Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include indigenous and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint; images, in art, theatre, poetry, film and literature of indigenous peoples; social and class differences, dominance, control politics, and social inequalities in regard to indigenous peoples; and a special interest in developing, promoting, and sustaining healing and wellness, indigenous and anticolonial thought in the academy and in community. The goal of this research area is to create spaces for indigenous knowledges. Faculty include George Sefa Dei, Paul Olson and Ojithani Wane.

### Critical Race and Anti-Racism Studies in Education

Courses in this research area provide students with an integrative view of social difference—race, class, gender, disability and sexuality—and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include Dwight Boyd, Ari Dehli, George Sefa Dei, Rose Aaba Folsom, Monica Heller, Judy Serjoo, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razac, Alissa Trotz, Rinaldo Walcott and Ojithani Wane.

### Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in

institutional settings and everyday life explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media studies of the social organization of knowledge and cultural forms and relations of power cultural politics and policy studies of the formation of audiences, spectators, readers and viewers inquiry into language, text, discourse and communicative action investigations of aesthetic practices, representations, performance and display the production and circulation of historical and ethnological representations studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices studies of sub activity, identity and agency research of history, cultural memory and ethics. Faculty members associated with this area of study include Sandra Ac er, Ari Dehli, Rose aaba Folson, Monica eller, udy se- arnes, David Livingstone, Paul Olson, Peter Sawchu , Roger Simon, Alissa Trot , Rinaldo Walcott and o i athani Wane.

## Heminist Studies and Gender elations in Education

This research area offers courses on gender studies in the family, educational systems, and wor force feminist theories and practice gender, class, race, language, and cultural and biological reproduction gender and sexualities and womens health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective. Faculty include Sandra Ac er, Ari Dehli, Margrit Eichler, Rose aaba Folson, Monica eller, elen Lens y, Sherene Ra ac , Alissa Trot , Rinaldo Walcott and o i athani Wane.

## earnin and or

Core courses SES2942 and SES3949. This research area is devoted to a critical approach within teaching and research on the interrelations of organi ed/informal learning and paid/unpaid wor in the context of societal change processes, and to identifying the roles of educators in improving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and wor place change. Some representative themes include influences of social class, gender, ethnicity, generation and disability on learning practices and wor opportunities impacts of technological changes on labour mar ets, wor democrati ation changing labour processes and related training the labour movement school and community relations teachers wor and educational innovation and problems of underemployment and the future of wor . Faculty include David Livingstone coordinator , Sandra Ac er, Ari Dehli, eorge Sefa Dei, Rose aaba Folson, Paul Olson, Peter Sawchu , o i athani Wane and Tere ia oric.

This research area is also associated with the following **Learning and Work Interdepartmental Research Area** see page 181 **Workplace Learning and Change** research area in Adult Education and Counselling Psychology **The Secondary Program 4 (Education and Work)** in the initial Teacher Education Program see below

## Initial Teacher Education Fro ram

Faculty members in the Sociology in Education Program participate in the initial Teacher Education program through course delivery, program support and guest lecturing as well as through the Secondary Program 4 Education and Wor . This option is designed for initial teacher education students with an interest in wor place issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines Business Studies and Technological Studies and three graduate programs Sociology in Education, Adult Education and Community Development, and Counselling Psychology. owever, initial teacher education students in other disciplines with an interest in wor place issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to wor place issues. n total, students complete 1 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of wor place issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can ta e up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

## Further information is availa le from

Peter Sawchu psawchu @oise.utoronto.ca

## Centres

Three special interest research centres are presently based in the Department

- Centre for ntegrative Anti-Racism Studies
- Centre for the Study of Education and Wor
- Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at the Centre for Womens Studies in Education and the Centre de recherches en ducation franco-ontarienne. For more detailed information about these and other research and field centres, see pages 184 - 189 of this *Bulletin*.

## Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 179 - 183.

### Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 181.

### Études franco ontariennes en Éducation

See the Interdepartmental Research Areas Section, page 181.

### Gender Equity in Education

See the Interdepartmental Research Areas Section, page 181.

### Earning and Learning

See the Interdepartmental Research Areas section, pages 181 - 182.

## Collaborative Programs

### Aboriginal Health

Students in the Department of Sociology and Equity Studies in Education can participate in the collaborative Aboriginal Health Program.

#### Further information is available from

Paul Olson, SESE  
Email polson@oise.utoronto.ca  
OR

[www.sgs.utoronto.ca/current/calendars/2006-07/entries/ah.asp](http://www.sgs.utoronto.ca/current/calendars/2006-07/entries/ah.asp)

### Comparative, International and Development Education

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Comparative, International and Development Education program. For complete details on the program, please see page 173.

#### Further information is available from

Sharen Mundy, Adult Education and Counselling Psychology or see [cside.oise.utoronto.ca](http://cside.oise.utoronto.ca).  
E-mail cside@oise.utoronto.ca

### Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 176.

#### Further information is available from

Sharon Athani Wane  
E-mail nwane@oise.utoronto.ca  
OR

Roger Hansell, ES Coordinator of Graduate Studies  
Telephone 416-978-6499  
E-mail roger.hansell@utoronto.ca

### Women's Studies (GWS)

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Women's Studies program. For complete details on the program, please see page 178.

#### Further information is available from

Margrit Eichler, SESE  
E-mail meichler@oise.utoronto.ca

## Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows

The M.Ed. degree may be pursued on a full-time or part-time basis under Options 1 (eight half-courses and a Major Research Paper - MRP), Option 2 (6 half-courses and a thesis), or Option 3 (ten half-courses with other specific requirements as stated in the individual offer of admission). This degree program has a unique professional character and is distinct from the M.A. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling.

The M.A. degree may be pursued full-time or part-time and requires a thesis.

The Ed.D. degree may be pursued on a full-time or part-time basis with specific course requirements stated in the offer of admission. Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed. This degree program has a unique professional character and is distinct from the Ph.D. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. Beginning in 2006-07 academic year, all Ed.D. students will be required to complete the Practicum in Sociology and Equity Studies in Education half-course.

Ph.D. students, with the exception of those in the flexible-time program, must maintain full-time status throughout their program of study. See Minimum Admission and Degree Requirements section, pages 21-27. All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course SES1913 prior to comprehensive examination.

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

**NOTE** Effective September 2016, the Department will be admitting a small number of students to the new Flexible-time Ph.D. Flexible-time Ph.D. students will register full-time during the first four years, and part-time during subsequent years of the program. The flexible-time Ph.D. degree has been designed to accommodate demand by practicing professionals for a Ph.D. degree that expects continued employment in areas related to their fields of research. Flexible-time Ph.D. students must complete the requirements of their degree within 8 years. All Ph.D. students must also successfully complete the non-credit course SES1913 the SESE Thesis Students Seminar prior to the comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which **must** be taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half-courses which must be taken in SESE is listed in the table below.

degree	Total of courses required	Minimum of courses in SESE required
<b>EdD</b>	6 half-courses 3 half-courses 1 half-courses	3 half-courses 4 half-courses half-courses
<b>MA</b>	6 half-courses 3 half-courses 1 half-courses	4 half-courses 4 half-courses half-courses
<b>EdM</b>	3 half-courses 9 half-courses 1 half-courses 12 half-courses	4 half-courses half-courses 6 half-courses 6 half-courses
<b>PhD</b>	6 half-courses 3 half-courses 1 half-courses	4 half-courses 6 half-courses 3 half-courses

Within these requirements, courses taken in another department will be credited on students transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs SESE credit designation **may** be granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

**NOTE** Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES19 level and doctoral students at the SES39 level. Students with little background in sociology in education are strongly encouraged to take SES19 or SES19 4.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers a designated faculty advisor for each student assigned to the student upon admission a supervisor to be recruited by the student for theses, dissertations and MRPs independent study and research courses access to related courses in other graduate departments course outlines and evaluations a speakers series ***the Sociology and Equity Studies in Education***, and, also available on the SESE Website <[www.oise.utoronto.ca/depts/sese](http://www.oise.utoronto.ca/depts/sese)> which includes information about departmental and organization, facilities, and resources notices and information via e-mail through the departmental e-mail conference SESE

In addition, some faculty members run thesis support groups for their students.

## Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. 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 2017 Summer Session and the 2017 Fall Session and 2018 Winter Session will be noted in the *Graduate Studies Course Schedule* available on-line at [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

## Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 21 - 27), applicants are required to submit the following:

- a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants **must** list at the end of this statement, the research area or areas in which they have primary interest (for more information see Departmental Teaching and Research Interests, page 124). It is preferable that the student also list at least one or more faculty member's whose work is of the greatest interest
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- 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. Master's students may enroll in the 3900 courses with the permission of the instructor.

**NOTE:** The *Graduate Studies Course Schedule*, available on-line at [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca) will record full descriptions of the 2017/2018 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

### SES : 00 Introduction à la sociologie de l'éducation

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

### SES : 00 Introduction to Sociology in Education

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

### SES : 02 Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.

### SES : 01 Introduction to Sociological Theory in Education

This course will introduce students to some of the classical questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1800-1930. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations.



What is it, if anything, that marks sociological knowledge as different from—and superior to—everyday or common sense knowledge of the social—in addition to reading works by and about founding fathers Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, Du Bois and Freud to sociology.

### SES : 0 Qualitative Approaches to Sociological Research in Education [

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research—such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports—will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

### SES : 07 Education multilingue et multiculturelle. L'analyse sociologique

Ce cours est traité comme un séminaire. L'emphase est mise sur le développement des structures analytiques. L'intérieur desquelles on peut examiner la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. On accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

### SES : 0 Eco Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings. We will first assess the state of the environment from an equity perspective, and then look at positive examples of how to deal with issues.

### SES : Sociologie de l'éducation spécialisée

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation spécialisée. Cette forme d'éducation, constituée dans le but de répondre aux besoins des élèves désignés comme spéciaux, eut son heure de gloire une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.

### SES : 2 Foucault and Research in Education and Culture: Discourse Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

### SES : SESE Learning to Succeed in Graduate School (O. E. IT)

This non-credit course is required for all SESE Ph.D. students, though SESE students from other degrees may enrol in the course. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as the roles of advisors and supervisors, how to find a supervisor and a thesis committee, how to prepare applications for grants, how to complete ethical protocols, how to prepare and present conference papers, how to get published, and how to write a proposal, etc.. There will be some guest speakers. The coordinator will be Margrit Eichler. You must register for this course in order to receive credit.

### SES : Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.

### SES : 2 The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

### SES : 22 Sociology of Race and Ethnicity

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

**SES : 2 Racism, Violence and the Law. Issues for Researchers and Educators**

The course sees first and foremost to deepen awareness of the role of violence in maintaining racial hierarchies. Its approach is to explore the racial violence of colonialism, of periods of racial terror lynching, the Holocaust, and of the New World Order in particular, the post-9/11 environment, and the violence of peacekeeping and occupations, as well as police brutality and street violence. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate directly or indirectly in these racial and gendered social arrangements. Through an examination of how racial violence is dealt with in the law, the course considers how white society both schools its citizens in racism and actively maintains a colour line.

**SES : 2. Modernization, Development and Education in African Contexts**

This seminar explores the significance and implication of education as broadly defined to the discourse of modernization and development in Africa. The course begins with the interrogation of African development from an African-centred perspective. There is an examination of various theoretical conceptions of development and the role of education and schooling in social change. A special emphasis is on the World Bank / IMF induced educational reform initiatives and the implications of authentic/alternative development. The seminar will attempt to uncover the myriad interests and issues about Africa, including contemporary challenges and possibilities. The course critically engages the multiple ways of presenting current challenges of development, the interplay of tradition and modernity, contestations over knowledge production in post-colonial Africa, and the roles and significance of indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social justice. Although the course basically uses African case material, it is hoped our discussions will be placed in global/transnational contexts, particularly in looking at themes common to many Southern peoples contending with, and resisting, the effects of neo-colonial and imperial knowledge.

**SES : 2. Savoir indigène et décolonisation**

Ce séminaire examine diverses formes du savoir indigène et marginalisés dans des contextes locaux et globaux et les implications pédagogiques de ce savoir sur le changement éducatif. Au départ, nous offrirons un bref aperçu sur le processus de production, d'interrogation, de validation et de dissémination du savoir dans divers contextes sociaux. Il existe pratiquement une critique à l'égard des conceptions

thoriques liées à ce que constitue un savoir légitime et comment un tel savoir est produit et disséminé sur les plans local et global. Ainsi, l'accent sera particulièrement mis sur la validation des épistémologies autres que occidentale et la contribution de ces épistémologies à travers des perspectives multiples et collectives de voir et interpréter le monde. Parmi les sujets étudiés, on compte les principes et les formes du savoir indigène, les rapports de pouvoir, les différences sociales et, finalement, l'identité et la représentation dans le processus de production du savoir indigène. Nous nous pencherons aussi sur l'appropriation culturelle et l'économie politique de production du savoir le savoir indigène et la science de l'éducation le savoir indigène, la mondialisation et la modernité, le savoir indigène et le changement social. Afin de bien saisir les implications pédagogiques du savoir indigène, nous utiliserons du matériel pédagogique tiré de plusieurs contextes sociaux de divers pays du monde.

**SES : 2V. Race, Space and Citizenship Research Methods**

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: how can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant groups sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are sites of cultural production and popular culture, political discourse and schools and consider the educational practices required to interrupt the production of a raced structure of citizenship.

**SES : 27. Global Economic Restructuring, International Migration, Immigration Policies (Canada, USA, Germany)**

This course will look into different aspects of the trend known as globalization. Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of globalization and also how nation-states are implicated in their immigration histories.



**SES : 0 Student Deviance, Resistance and Educational Transformation**

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of 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 antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.

**SES : 1 The School and the Community**

This course investigates changing relations within and between schools and communities however defined. We will review sociological and historical studies of community and discuss the ways in which different notions of community and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

**SES : 2 'cole et la communaut'**

Dans plusieurs pays, et notamment au Canada, des formes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communautisme, notamment au travers de l'action des parents, est invité à jouer un rôle clé. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre des situations particulières et incapable de remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette mise en marche de l'éducation un simple rôle d'apparat pour les parents et le retour à un schéma compartitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.

**SES : 3 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 subactivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

**SES : 4 Social Relations of Cultural Production in Education**

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

**SES : 5 Doing Disability in Theory and Everyday Life**

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

**SES : 6 The Internet and Cyberspace: Issues of Culture, Identity, Access and Control**

Cyberspace—an expression linking people, computers and sources of information—can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.

**SES : 82 Theoretical Frameworks in Culture, Communication and Education**

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.

**SES : 82 Women's Diversity and the Educational System**

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

**SES : 8 Gender, Race and Historical Sociology**

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.

**SES : 8 Women's Learning, Women's Health Movements and the Health Professions**

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

**SES : 88 Diversity and Social Justice Issues in Physical Education, Recreation and Sport**

The main objective of the course is to develop a critical sociological analysis of interlocking systems of oppression sexism, classism, racism, homophobia, ableism and their manifestations in physical education, recreation and sport. Feminist, socialist and antiracist analyses will be used, with a focus on the pedagogical implications. Readings and discussions will investigate the experiences of disadvantaged

sociocultural groups, including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, the US, Australia and elsewhere.

**SES : 8 Black Feminist Thought**

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

**SES : 2 Feminism and Poststructuralism in Education**

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

**SES2 00 Changes in Families and Policy Consequences for Government and Education**

An examination of recent and anticipated changes in Canadian families. The course looks at diversity in Canadian families, and provides a critical perspective on policies.

**SES2 01 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.

**SES2 02 Change in Educational and Employment Diversity**

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 50 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyze

issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

### SES2 .0. Ethnicity, Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

### SES2 .1. Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.

### SES2 .2. Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

### SES2 70. Indigenous Peoples and Media: Theorizing Decolonizing Cultural Vitality and Self-Determination

Cultural productions in which indigenous peoples engage to tell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and stories, media, film, photography, newspapers, written texts, research documents, literary texts, internet communications and web sites. These productions will help us question and challenge myths about indigenous peoples which replicate and reproduce stereotypical understandings of indigenous peoples, beginning a process of decolonizing our minds and embracing indigenous representations of indigenous peoples. This course will involve literature/productions from indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions undertake a critical examination of imperialism, history,

writing and theory in regard to indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, decolonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitality and self-determination.

### SES2 : 8. 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.

### SES2 : : 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.

### SES2 : : Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes valid knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of indigenous knowledge forms, questions of power, social difference, identity, and representation in indigenous knowledge production, the political economy of knowledge production, indigenous knowledges and science education, indigenous knowledge and global knowledge change, modernity, and indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.

### SES : 00. Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for

students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.

**SES : 0 Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education**

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.

**SES : 0 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:** SES1922 or permission of instructor.

**SES : Cultural Non-Indigenous Representation and Colonial Education**

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledges. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commer-

cialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.

**Prerequisite:** Masters students need approval of instructor.

**SES : 2 Race and Intellectual Production Research Methods**

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 through their research and writing? The course examines colonialism, imperialism, and gender researching everyday racism and education racial knowledge and the disciplines, and writing as resistance.

**SES : En/Colonial Domination. Power Relations Based on Race, Gender, Class and Sexuality**

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class fault lines.

**SES : Anti-Colonial Thought and Fedayee Cultural Practices**

Contact between the imperial order and the colonial periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized other. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Yerere and Sumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.

**SES : 2 Language and Social Difference in Education. Comparative Perspectives**

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

**SES : 0 Methods to Avoid Sexist, Racist and Ableist Biases in Research [**

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

**SES : 2 Women and Higher Education**

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the chilly climate, and so forth will be taken up through readings and student presentations.

**SES : Globalisation and Transnationality. Feminist Perspectives**

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. Transnational has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of sub activities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices

**SES : .2 Innovations in Education. A Comparative Analysis**

This course uses data from a variety of societies - both developed and developing to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, top-down and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in developing nations, which are radically altering the forms of formal schooling and achieving significant learning gains among very poor children, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 100 such success stories. Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations.

**SES : . Sociology of State Formation and Genealogies of Government**

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political sub activity in their thesis research, and/or who are looking for ways to blend Marx and Foucault in their work.

**SES : . 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.

**SES : .8 Individual Reading and Research in Sociology and Equity Studies in Education. Doctoral level**

Description as for SES299.

**SES : . Special Topics in Advanced Sociological Research in Education**

Description as for SES299, but at the doctoral level.

**YSA 1.7 Language, Nationalism and Postcolonialism**

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

**YTE2 2 Teachers, or, 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. 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.

**YTE : 2 Language, Culture and Education**

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, l'intérieur comme 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 l'oral et 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 l'examen des problèmes de l'éducation franco-ontarienne.

**YTE : 2 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.



# Theory and Policy Studies in Education (TFS)

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 Leadership 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.utoronto.ca](http://www.utoronto.ca)

If you require further application information, contact Graduate Studies Admissions Unit, Room 4-48  
Telephone 416-923-6641 ext. 2663  
E-mail [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

### For information and out registration contact

Lynn Romero, Liaison Officer, Registrar's Office  
Graduate Studies Registration Unit, Room 4-48  
Telephone 416-923-6641 ext. 243  
E-mail [lromero@oise.utoronto.ca](mailto:lromero@oise.utoronto.ca)

## Academic Information

### Educational Administration

Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator  
James Ryan, Ph.D./Ed.D. Coordinator

### Higher Education

Dan Lang, Program Coordinator

### History of Education

Cecilia Morgan, Coordinator

### Philosophy of Education

Dwight Boyd, Coordinator

## Chair of the Department

Reva Joshee, Ph.D. (Univ. of British Columbia)  
Associate Professor and Chair

## 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 8 and/or contact

Centre for Women's Studies in Education  
Telephone 416-923-6641, ext. 22 4

# Colla orative Graduate e,ree Programs

## Comparative International and Development Education

### Program Directors

**Jaren undy** • Adult Education and Counselling  
Psychology

**Yoseph FNHarrell** • Curriculum, Teaching and Learning

### Contact

Website [oide.utoronto.ca](http://oide.utoronto.ca)

E-mail [oide@oise.utoronto.ca](mailto:oide@oise.utoronto.ca)

### Participating TFS Faculty

Stephen Anderson, Ina ascia, Ruth ayhoe and Reva oshee

The Collaborative Program in Comparative, International and Development Education C DE is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology Curriculum, Teaching and Learning Sociology and Equity Studies in Education and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The C DE 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 directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the C DE program available in the **Colla orative Graduate e,ree Programs** section on pages 173 - 17 of this *Bulletin* and on the C DE Website at [oide.utoronto.ca](http://oide.utoronto.ca). You are strongly advised to contact one of the participating C DE faculty members listed above, to discuss your research interests and goals. You should also review the information provided in the *School of Graduate Studies Calendar*.

## Courses

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by C DE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Colla orative e,ree Programs** section in this *Bulletin* pages 174 - 17 .

TPS1 16	School Program Development and Implementation
TPS1 19	Diversity and the Ethics of Educational Administration
TPS1 2	Teachers and Educational Change
TPS1 47	Managing Changes in Classroom Practice
TPS14	The Origins of Modern Schooling Problems in Education before the Industrial Revolution
TPS141	The History of the Teaching Profession
TPS142	European Popular Culture and the Social History of Education
TPS1421	The History of Women and Education
TPS1422	Education and Family Life in the Modern World
TPS142	Class Formation and its Relation to the Schools
TPS143	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS144	Popular Culture and the Social History of Education
TPS1 3	Recurring Issues in Post-secondary Education
TPS1 6	Systems of Higher Education
TPS1 2	Comparative Education Theory and Methodology
TPS1 26	Comparative Higher Education
TPS1 32	East Asian Higher Education
TPS2 6	Educational Finance and the Economics of Education
TPS3 17	Problems in the Finance and Economics of Education
TPS3 2	Educational Change in the Post-Modern Age
TPS3 4	Educational Policy and Program Evaluation
TPS3423	Education and Family Life in the Modern World
TPS 3447	Theories of Modernity and Education
TPS 3 6	Case Studies in Comparative Higher Education
TPS 3 1	International Academic Relations

A wide selection of additional courses is available across participating departments. See the entry on pages 174 - 17 in this *Bulletin* or visit the C DE Website [oide.utoronto.ca](http://oide.utoronto.ca).

## Graduate Collaborative Program in Women's Studies (GWS)

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 (GWS).

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 home department. Further information is available on page 178 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

# Educational Administration Program

**James J. Ryan, Ph.D. (Toronto)**  
Professor, and Ph.D./Ed.D. Coordinator

**Stephen Anderson, Ph.D. (Toronto)**  
Associate Professor

**Nina Bascia, Ph.D. (Stanford)**  
Professor

**Joseph Flessa, Ph.D. (California at Berkeley)**  
Assistant Professor

**Denis Haché, Ph.D. (Montreal)**  
Associate Professor

**Reva Joshee, Ph.D. (Univ. of British Columbia)**  
Associate Professor and Chair

**Daniel W. Lang, Ph.D. (Toronto)**  
Professor

**Kenneth A. Leithwood, Ph.D. (Toronto)**  
Professor

**Benjamin Levin**  
Professor, Canada Research Chair

**Blair Mascall, Ph.D. (Toronto)**

Assistant Professor



**Susan Padro, Ph.D. (Florida State)**

Associate Professor



**John Portelli, Ph.D. (McGill)**

Professor, cross-appointed to Philosophy of Education



**Wayne Seller, M.Ed. (Lakehead)**

Associate Professor, Head, Northwestern Centre and Coordinator, Technology Mediated and Off-Campus Programs



**Suzanne Stiegelbauer, Ph.D. (Texas)**

Associate Professor



**Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)**

Associate Professor



**Associated Instructors**

**Lorayne Dunlop-Robertson, Ed.D. (Toronto)**

M.A./M.Ed. Coordinator



**Avi Hyman, Ed.D. (Toronto)**

Faculty of Medicine and Department of Theory and Policy Studies



**Teacher Education Staff**

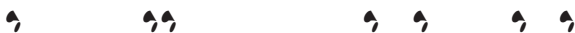
**Michael De Angelis, M.Ed. (Toronto)**

Secondary Cohort Coordinator, TES Instructor



**Connie Edwards, Ed.D (British Columbia)**

Lecturer, Psychological Foundations of Learning and Development



**Meredith Lordan, M.Ed. (Toronto)**

Co-coordinator of the Students at Risk Learning Pathways Cohort, Coordinator of the School, Community, and Global Connections Cohort, Initial Teacher Education Secondary



**Callie Mady, Ph.D.. (Toronto)**

Seconded instructor to the Initial Teacher Education Program, TES cohort coordinator, French /S, French immersion

**Alison Neilson, Ph.D (Toronto)**

Lecturer



**Professors Emeriti**

John E. Davis, Ph.D. Toronto  
Edward S. Licox, Ed.D. Cornell  
Stephen J. Lawton, Ph.D. California at Berkeley  
Donald F. Musella, Ed.D. State University of New York at Albany  
Richard J. Townsend, Ph.D. Chicago

**Program Mission**

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

**Certificate in School Management**

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

**Admission and Fees**

Admission requirements are

- a seven years experience as a school business official or in some other aspect of school administration
- b two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence
- c an educational background appropriate for work at an advanced level normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

### All correspondence and fees should be sent to

Marion Morgan  
Telephone 416-923-6641 ext. 2472  
E-mail mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum plus incidental fees. Part-time students pay for each half-course. In 2016/2017, the full-time annual fee was \$6,416 and the half-course fee was \$1,700.

### Program requirements

The requirements consist of

- TPS1 4 and TPS1 41, which are strongly recommended as first courses
- two half-courses related to school board management, which normally include TPS2 6
- two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

### Degrees

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

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

### Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

### Admission requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages

21 - 27, desirable departmental criteria for admission to an M.Ed. degree program are as follows

- a four-year university of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
- an interest in the study and practice of administration
- academic qualifications beyond the first degree
- two letters of reference (see Application Procedures section, page 28). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

### Degree requirements

Beginning with the 2016/2017 academic year, students will select from the following three options

#### Option II which is comprised of

- three required courses  
TPS1 3 Conducting Research in Educational Administration RM
- TPS1 4 Educational Administration Introduction to Educational Administration Policy, Leadership and Change
- TPS1 41 Educational Administration Social and Policy Contexts of Schooling

**NOTE:** TPS1 4 and TPS1 41 should preferably be the first courses taken in a student's program of study. TPS1 3 should be taken toward the end of the program of study. TPS1 4 is strongly recommended and should be taken at the beginning of the program.

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

#### Option III

#### Option III which is comprised of

- three required courses  
TPS1 3 Conducting Research in Educational Administration RM
- TPS1 4 Educational Administration Introduction to Educational Administration Policy, Leadership and Change
- TPS1 41 Educational Administration Social and Policy Contexts of Schooling

**NOTE** TPS1 4 and TPS1 41 should preferably be the first courses taken in a student's program of study. TPS1 3 should be taken toward the end of the program of study. TPS1 4 is strongly recommended and should be taken at the beginning of the program.

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

## Option I

which is comprised of

- a four required courses
  - TPS1 4 Introduction to Research Literacy in Educational Administration RM
  - TPS1 4 Educational Administration Introduction to Educational Administration Policy, Leadership and Change
  - TPS1 41 Educational Administration Social and Policy Contexts of Schooling
  - TPS1 Themes and Issues in Policy, Leadership, Change, and Diversity

**NOTE** TPS1 4, TPS1 4 and TPS1 41 should preferably be the first courses taken in the student's program of study. TPS1 should normally be taken as the final course in the student's program.

- b six other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity

Students contemplating applying to a doctoral program of study which requires a qualifying Research Paper (RP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the RP requirements.

The M.Ed. degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the minimum period of registration or have begun their last required course whichever comes first they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

## Off-Campus and Distance Education

### Courses (EdN 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](http://www.ro.oise.utoronto.ca) in March. New applicants should apply by December 1, 2007.

### Further information is available from:

Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator  
Telephone 416-923-6641 ext. 277  
E-mail [lorobertson@oise.utoronto.ca](mailto:lorobertson@oise.utoronto.ca)

## Doctor of Education

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

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

Candidates to this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Candidates should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

Key aspects of the Ed. D. program include the following:

- Cohort.** The program is cohort-based in order to encourage the development of networking and communication skills, to build a collegial community of practice and quality connections between students and faculty.

- Sequence.** In order to support the cohort model, there is a specified sequence to the recommended courses.

- Practice.** The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

- Research.** This program encourages candidates to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

### Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements, the Educational Administration program specifies the following for admission to the Doctor of Education program:

- the applicant should hold a Master's degree with specialization in Educational Administration or an equivalent degree. Additional coursework may be required from those who do not have a background in administrative studies. A qualifying research paper (RP) will be required.
- the applicant must be in a successful leadership position in education or must have held a leadership position successfully or must demonstrate potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant secures from a senior administrator to whom the applicant has reported, commenting on the applicant's achievement in identifying and solving educational problems, ability to lead others, accomplishments, and awareness of current social and educational issues. A curriculum vitae must be submitted.
- the applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

### Degree Requirements

The Ed.D. degree program is organized into five complementary components:

- Ed.D. core courses are six mandatory half courses
- TPS3 2 Personal and Professional Values of Educational Leadership examines the personal and professional values and ethics of educational decision-making and policy
- TPS3 4 Administrative Theory and Educational Problems: People and Power in Organizations applies theory and research to problems of people, power, and policy in organizations

TPS3 41 Administrative Theory and Educational Problems: Doctoral Seminar on Policy Issues in Education examines the content, development, and significance of educational policy

TPS3 42 Field Research in Educational Administration a field research course where candidates examine methods of field research, action research and case studies in educational administration

TPS3 44 Internship/Practicum in Educational Administration there are three options all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee

TPS3 47 Research Seminar on Research in Authentic Settings the focus is as a participant in the research: reflective practice and/or action research

- Two other half courses, one of which must be at the 300-level
- Successful completion of a portfolio of reflective practice
- A thesis proposal hearing  
A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

### Intake

Intake to the program occurs every three years, allowing the third year to be an intake year.

### Program Design

- In year 1, there are three required Foundation courses:
- May/June 1 required course TPS3 4
  - July/August 1 required course TPS3 41
  - Sept - April 1 required online course TPS3 2 and 1 elective
- In year 2, the course load is four courses:
- May/June 1 required course TPS3 42
  - July/August 1 elective second elective
  - Sept-April 2 required courses TPS3 44 and TPS3 47

**NOTE:** May/June courses are offered on Friday afternoon/Saturday to allow working professionals to take the program while continuing to work and to attend from a wider geographical region.

### How this Ed.D. program differs from the Ph.D.:

- Application includes C and experience in administration
- Internship course includes the internship/practicum
- Research course includes action research component

## Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the M.A. or Ph.D. Program Coordinators in the Educational Administration Program.

### Admission Requirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 21 - 27). The M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 21 - 27.

### Degree Requirements

#### Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1 3, TPS1 4 and TPS1 4 . TPS1 41 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000 - level.

#### Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3 4 , TPS3 42, TPS3 43, and one elective advanced-level 3000 course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

The Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

### Further information is available from:

Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator  
Telephone 416-923-6641 ext. 277  
E-mail lrobertson@oise.utoronto.ca



Orin Ryan, Ph.D/Ed.D. Coordinator  
 Telephone 416-923-6641 ext.243  
 E-mail ryan@oise.utoronto.ca

## Program Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

### Policy

- TPS1 The Computer in Educational Administration
- TPS1 18 Political Skill in the Education Arena
- TPS1 24 Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
- TPS1 27 The Search for Educational Quality and Excellence in a Global Economy
- TPS1 27 La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale
- TPS1 28 Policy Delivery in Schools
- TPS1 3 The Legal Context of Education
- TPS1 36 Planning in Educational Organizations
- TPS1 4 Language Policy Across the Curriculum
- TPS2 6 Educational Finance and the Economics of Education
- TPS3 18 Governing Education: A Seminar on Politics
- TPS3 3 Advanced Legal Issues in Education
- TPS3 37 Strategic Planning in Educational Organizations
- TPS3 4 Educational Policy and Program Evaluation

### Leadership

- TPS1 16 School Program Development and Implementation
- TPS1 26 Evaluation of Professional Personnel in Education
- TPS1 42 Educational Leadership and Cultural Diversity
- TPS1 47 Managing Changes in Classroom Practice
- TPS1 48 Educational Leadership and School Improvement
- TPS3 2 Personal and Professional Values of Educational Leadership
- TPS3 46 Gender Issues on Educational Leadership
- TPS3 47 Research Seminar on Leadership and Educational Change

### Change

- TPS1 12 Organizational Culture and Decision-Making
- TPS1 2 Teachers and Educational Change
- TPS1 2 School Effectiveness and School Improvement
- TPS1 36 Planning in Educational Organizations
- TPS1 47 Managing Changes in Classroom Practice
- TPS1 48 Educational Leadership and School Improvement
- TPS3 2 Educational Change in the Postmodern Age
- TPS3 37 Strategic Planning in Educational Organizations
- TPS3 47 Research Seminar on Leadership and Educational Change

### Social Diversity

- TPS1 19 Diversity and the Ethics of Educational Administration
- TPS1 42 Educational Leadership and Cultural Diversity
- TPS1 4 Language Policy Across the Curriculum
- TPS3 46 Gender Issues on Educational Leadership
- TPS3 Democratic Values, Student Engagement and Democratic Leadership

### Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 1 or 3.

#### TFS 00 Conducting Research in Educational Administration [1]

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Master's Research Paper.

**NOTE:** All master's candidates are strongly recommended to take this course towards the end of their program.

#### TFS 00. Research Literacy in Educational Administration [1]

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.

**NOTE:** All master's candidates are strongly recommended to take this course at the beginning of their programs.

#### TFS 00 The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.

**TFS 02 Organizational Culture and Decision Making**

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.

**TFS 05 School Program Development and Implementation**

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.

**TFS 08 Political Skill in the Education Arena**

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance family/school, micro-politics within the school, neighbourhood, meso-politics the school and the central office, and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

**TFS 09 Diversity and the Ethics of Educational Administration**

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.

**TFS 020 Teachers and Educational Change**

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives such as age, religious and political beliefs, and gender

identity, and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

**TFS 02 Interpersonal Relations in School Systems**

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organizational change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

**TFS 02. Critical Conversations. Philosophy of Educational Administration and Educational Policy Studies**

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include Differing conceptions of administration and leadership power and authority in education the role of critical thinking standards and diversity bias in schools censorship and controversial issues the role of schooling in a pluralistic society indoctrination and parental rights common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.

**TFS 02 School Effectiveness and School Improvement**

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

**TFS 02V Evaluation of 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 procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

**TFS 027 The Search for Educational Quality and Excellence in a Global Economy**

The global economy and its new technologies, public scepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.

**TFS 027 La recherche de la 'qualité' et de l'excellence en éducation dans le contexte de l'économie globale**

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éducationnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles formes émergentes, tels que, les écoles entrepreneuriales, les écoles chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

**TFS 028 Policy Delivery and Schools**

Teachers and policy complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

**TFS 02 Special Applications of the Administrative Process**

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

**TFS 00 The Legal Context of Education**

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.

**TFS 05 Planning in Educational Organizations**

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as organizational change, leadership and culture.

**TFS 00 Educational Administration I Introduction to Educational Administration. Policy Leadership and**

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

**OTE** All master's candidates are strongly recommended to take TPS1 41 as the first course in their program and before taking TPS1 41.

**TFS 00 Educational Administration II Social and Policy Contexts of Schooling**

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as differing purposes, philosophies, and values of education multiculturalism and social justice equity issues related to race, class, gender, and language parental influences on schooling the relationship of schooling to the labor market and the economy choice of school and program decentralization and centralization standards and accountability educational finance school reform educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

**OTE** All master's candidates are strongly recommended to take TPS1 41 as their second course after completing TPS1 41.

**TFS 0.2. Educational Leadership and Cultural Diversity**

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

**TFS 0.3. Language Policy Across the Curriculum**

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching, second-language learning, language maintenance, bilingual education, minority-culture schooling, community-language teaching, and gender and language. A subtext of the course seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

**TFS 0.7. Change in Classrooms in Classroom Practice**

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

**TFS 0.8. Educational Leadership and School Improvement**

A companion course to 147. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

**TFS 0.0. Themes and Issues in Educational Leadership Policy and Social Diversity**

This course has been designed to be the final course for students in the 1-year M.Ed. Program in Educational Administration. The course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

**TFS 0.2. Individual Reading and Research in Educational Administration - Master's level**

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

**TFS200V. Educational Finance and Economics**

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education; the formation of human capital; and national economic growth.

**NOTE:** Students who have taken TPS117 or TPS141 will not be eligible to take this course for credit.

**TFS 0.7. Problems in the Finance and Economics of Education**

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

**Prerequisite:** 117 or permission of instructor.

**TFS 0.8. Governing Education: A Seminar on Politics**

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

**TFS 020. Educational Change in the Postmodern Age**

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

**TFS 022. The Investigation of School Culture. An Examination of the Daily Life of Schools**

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

**TFS 02. 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 seeing a strong field focus in their doctoral program.

**TFS 02. 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.

**TFS 028. Project Development Studies**

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments

and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

**TFS 02. Special Topics in Educational Administration**

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

**TFS 00. Advanced Legal Issues in Education**

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

**TFS 07. Strategic Planning in Educational Organizations**

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

**TFS 0.0. Administrative Theory and Educational Problems I. People and Power in Organizations**

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

**TFS 0. Administrative Theory and Educational Problems II. Doctoral Seminar on Policy Issues in Education**

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

**OTE:** Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

**TFS 0.2. Field research in Educational Administration**

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality the relationship of fact and value in social research, the limits of science in truth-making the relationship of such science-established truth to evaluation and administrative action and the problems of ethical inquiry into organizational and administrative realities.

**TFS 0. Survey research in Educational Administration**

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis with a focus on using SPSS, the drawing of causal inferences, and presentation of results in a clear and effective manner.

**Prerequisite:** 1 3 or CTL2 4 or SES19 2 or permission of the instructor.

**TFS 0. Internship/Practicum in Educational Administration**

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

**TFS 0. Educational Policy and Program Evaluation**

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

**TFS 0.V. Gender Issues on Educational Leaderships**

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and

relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

**TFS 0.7. Research Seminar on Leadership and Educational Change**

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

**TFS 0.2. Individual Reading and Research in Educational Administration. Doctoral level**

Description as for 1 2 .

**TFS 0. Democratic Values, Student Engagement and Democratic Leadership**

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.

# Higher Education Program

**Daniel W. Lang, Ph.D. (Toronto)**  
Program Coordinator and Professor

**Sandra Acker, Ph.D. (Chicago)**  
Professor, cross appointed from the Department of Sociology and Equity Studies

**Anthony C. Chambers, Ed.D. (Florida)**  
Assistant Professor

**Ruth E. S. Hayhoe, Ph.D. (London)**  
Professor

**Angela Hildyard, Ph.D. (Toronto)**  
Associate Professor and Vice-President, Human Resources, University of Toronto

**Glen A. Jones, Ph.D. (Toronto)**  
Professor and Associate Dean, Academic

**Jamie-Lynn Magnusson, Ph.D. (Manitoba)**  
Associate Professor

**Linda Muzzin, Ph.D. (McMaster)**  
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto

**Roxana Ng, Ph.D. (Toronto)**  
Professor, cross-appointed from Adult Education and Counselling Psychology and Sociology and Equity Studies

**Charles Pascal, Ph.D. (Michigan)**  
Executive Director, Atkinson Charitable Foundation

**Creso Sa, Ph.D. (Pennsylvania State)**  
Assistant Professor

**Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)**  
Associate Professor

## Professors Emeriti

Michael Solnit, Ph.D. Oxford  
Cicely Watson, Ph.D. Harvard  
David Wilson, Ph.D. Syracuse

## Associated Instructors

**Mathieu Albert, Ph.D. (Montreal)**  
Assistant Professor, Cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine

**Pat Armstrong Ph.D. (Carleton)**  
Professor, Department of Sociology, University of Carleton

**Zubin Austin, Ph.D. (Toronto)**  
Assistant Professor, Faculty of Pharmacy

**Paul Axelrod, Ph.D. (York)**  
Professor and Dean, Faculty of Education, University of York

**Helen P. Batty, M.D. M.Ed. (Toronto)**  
Associate Professor, Department of Family and Community Medicine, University of Toronto

**W. Berry Calder, Ed.D. (Toronto)**  
Provost and Vice-President Academic, AT

**Liang Chen, Ph.D. (Toronto)**

Assistant Professor, Department of Sociology, University of Toronto

**Vanaja Dhruvarajan, Ph.D. (Chicago)**

Senior Scholar and Professor of Sociology, University of Winnipeg

**John G. Dimond, Ph.D. (Toronto)**

Secretary Emeritus, The Governing Council, University of Toronto

**Peter Dietsche, Ph.D. (Toronto)**

Vice-President of Research, Mohawk College of Applied Arts and Technology

**Adam Dubrowski, Ph.D. (Waterloo)**

Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine

**Jason Frank, M.D. (Ottawa), M.A. (Toronto)**

Assistant Professor, Faculty of Medicine, University of Ottawa

**Roy F. Giroux, Ph.D. (Wayne State)**

Vice President - Emeritus,umber College of Applied Arts and Technology

**Robert A. Gordon, Ed.D. (Massachusetts)**

President, umber College nstitute of Technology and Advanced Learning

**Michael J. Hatton, Ph.D. (Toronto)**

Assistant Principal, umber College of Applied Arts and Technology

**Robert Hilliard, Ed.D. (Toronto)**

Professor, Paediatrics, ospital for Sic Children and the niversity of Toronto

**Avi Hyman, Ed.D. (Toronto)**

Faculty of Medicine and Department of Theory and Policy Studies

**Merle Jacobs, Ph.D. (York)**

Assistant Professor, Department of Sociology, or niversity

**Katharine Janzen, Ed.D. (Toronto)**

Associate ice President, Seneca College

**Gabrielle Kane, Ed.D. (Toronto)**

Assistant Professor, Department of Radiation Oncology, Faculty of Medicine

**Heather Lane, Ph.D. (Bowling Green)**

Director of Student Life, niversity of uelph

**Vicki LeBlanc, Ph.D. (McMaster)**

Assistant Professor, cross-appointed from Wilson Centre, for Research in Education, Faculty of Medicine

**Jing Lin, Ed.D. (Michigan)**

Associate Professor, Department of Educational Policy and Leadership, niversity of Maryland-College Par

**Lorelei Lingard, Ph.D. (Simon Fraser)**

Assistant Professor, Paediatrics, ospital for Sic Children and the niversity of Toronto

**Geraldine (Jody) Macdonald, Ed.D. (Toronto)**

Senior Lecturer Chair, ndergraduate Program, Faculty of uring, niversity of Toronto

**Jodi Herold McIlroy, Ph.D. (Toronto)**

Assistant Professor, Faculty of Medicine

**Ann Mullen, Ph.D. (Yale)**

Assistant Professor, cross-appointed from Department of Sociology, Faculty of Arts and Science

**Louise Mullins Nasmith, M.D., M.Ed., (McGill)**

Professor, Department of Public ealth Sciences, Faculty of Medicine



**Geoffrey Norman, Ph.D. (McMaster)**

Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University

**Terry O'Banion, Ph.D. (Florida State)**

President Emeritus, League for Innovation in the Community College

**Julia Pan, Ph.D. (Toronto)**

Senior Research Officer

**Peeter Poldre, Ed.D. (Toronto)**

Associate Professor, Department of Medicine, University of Toronto

**J. Robert S. Prichard, LL.M. (Yale)**

Professor of Law, University of Toronto  
C

**Dennis Raphael, Ph.D. (Toronto)**

Associate Professor, Health Policy and Management, University of Toronto

**Scott Reeves, Ph.D. (City University, London)**

Associate Professor, The Wilson Centre, Faculty of Medicine

**Glenn Regehr, Ph.D. (McMaster)**

Assistant Professor, Department of Psychiatry, University of Toronto

**Richard K. Reznick, M.Ed. (Southern Illinois)**

Associate Professor, Faculty of Medicine, University of Toronto

**Dorothy Goldin Rosenberg, Ph.D. (Toronto)**

Volunteer Education Co-ordinator, the Women's Healthy Environments Network WHE

**Souraya Sidani, Ph.D. (Arizona)**

Professor, Faculty of Nursing

**Nicole Woods, Ph.D. (McMaster)**

Lecturer, Department of Surgery, Faculty of Medicine

**Stacey J. Young, Ph.D. (Toronto)**

Policy Analyst, Ontario Ministry of Training, Colleges and Universities

**degrees**

**Master of Education**

The Higher Education Program offers an M.Ed. in Higher Education including an M.Ed. in Health Professional Education and an M.Ed. with a focus on student development. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed.

**Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. The Program Coordinator can provide more information on the M.Ed. in Health Professional Education.

**degree requirements**

**Option I** M.Ed. in Higher Education

- a a full course, TPS183 - Recurring Issues in Postsecondary Education
- b eight half-courses, of which at least three must be in Higher Education
- c a written General Comprehensive Examination

**Option II** M.Ed. in Health Professional Education

- a a full course, TPS183 - 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 General Comprehensive Examination

**Master of Arts**

Applicants must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level.

**degree requirements**

The M.A. program consists of eight half-courses, which must include

- a a full course, TPS183 - Recurring Issues in Postsecondary Education

- b six additional half-courses, of which at least three must be in Higher Education. The number of additional half-courses may be reduced to four for students with prior undergraduate or graduate degrees that are relevant to the study of Higher Education
- c a thesis
- d a written General Comprehensive Examination

**Off-campus and Distance Education Courses**

Some existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at <[www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)> in March. New applicants should apply by December 1, 2007.

**Doctor of Education**

The Ed.D. degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. The year of full-time study does not have to be contiguous.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or masters thesis, long essays or papers written for masters level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

**Degree Requirements**

- a a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally they would include TPS1033 Recurring Issues in Post-secondary Education which is a full course. Students who completed TPS1033 as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education:
  - at least two half-courses in Higher Education
  - a half-course in research methodology approved by the faculty advisor
  - one half-course selected either in Higher Education or in another graduate program at OISE, or with the approval of the faculty advisor, in another graduate department at the University of Toronto
  - a supervised applied research practicum equivalent to one half-course

- a collaborative pro-seminar equivalent to one half-course
- b a written General Comprehensive Examination if not completed previously
- c a Doctoral Specialization Examination
- d a thesis reporting the results of original research on an applied topic in post-secondary education

**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 flexible-time Ph.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.
- d requires a minimum of eight half-courses

**For more information about the Community College Leaders research area contact:**

Michael Soloni, Theory and Policy Studies in Education  
E-mail: msoloni@oise.utoronto.ca

**Doctor of Philosophy**

The Ph.D. program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or masters thesis, long essays or papers written for masters level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

**Degree Requirements**

- a a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally these would include

TPS1833 Recurring issues in Post-secondary Education which is a full course. Students who completed TPS1833 as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education

at least two half-courses in Higher Education a half-course in research methodology approved by the faculty advisor

one half-course selected either in Higher Education or in another graduate program at , or, with the approval of the faculty advisor, in another graduate department at the University of Toronto

- b a written General Comprehensive Examination if not completed previously
- c a Doctoral Specialization Examination
- d thesis reporting the results of original research in post-secondary education

### Further information is available from:

Daniel 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.

### TFS 80 The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

### TFS 802 Theory in Higher Education

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

### TFS 80 Recurring Issues in Postsecondary Education

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

### TFS 80 Issues in Medical/Health Professional Education

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

### TFS 80 The Community College

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

### TFS 80V Systems of Higher Education

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

### TFS 807 Strategic and Operational Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

**OTE:** This course with a systems focus complements TPS1811, which has an institutional focus.

### TFS 808 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.

**OTE:** The course is designed for students enrolled in the M.Ed. specialization in health professional education.

### TFS 80 Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including an examination of the processes of planning, organization, coordination, communication, control decision-making practices and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.

**TFS 8 0. Evaluation of ] nã led e\* /clinical /ompetence and Professional Behaviour in the ealth Professions**

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardi ed Patient performance-based testing are amongst the methods that will be presented.

**TFS 8 Institutional esearch and Flannin [**

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and s ills in strategic and long-range planning as applied to colleges and universities at the institutional level.

**OTE** This course with an institutional focus complements TPS18 7 , which has a systems focus.

**TFS 8 2. Education and the Professions**

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of global- i ation of the professions, diversity in the professions and the entrepreneurial university and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

**TFS 8 Issues in /ognitive and Educational Psychology. Implications for ealth Professional Education**

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert s ills such as classification, problem solving, decision ma ing, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.

**TFS 8 . /urriculum in Institutions of i her Education**

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.

**TFS 8 Teaching in Institutions of i her Education**

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

**TFS 8 7. /urturin Professional Education**

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitali ing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. n this course, we will focus on the writings of Freire, ertell, Schon, oddings, ightingale, Watson, Shiva, arding, araway and Smith.

**TFS 8 8. Educational evelopment. E amination of Strate ies for Improvin Teaching and earning in Fostsecondary Institutions**

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

**TFS 8 : Governance in i her Education**

This course addresses the arrangements for governance in higher education. t examines formal models and theories of governance the legal and institutional framewor of higher education governance the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another and current challenges and issues pertaining to university and community college governance.

**TFS 820. Special Topics in i her Education. aster s evel**

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

**TFS 82 Institutional ifferentiation in Fostsecondary Education**

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions degree and non-degree public and private comprehensive and special mission education sector and non-education sector traditional and nontraditional and teaching centered and learning centered. The course will loo also at comparative study of institutions as an analytical tool in the study of postsecondary education.

**TFS 822 The Idea of the University and the Role of the College**

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

**TFS 823 The Planning of Facilities in Higher Education**

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of educational specifications, facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

**TFS 824 Comparative Education Theory and Methodology**

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

**TFS 825 Comparative Higher Education**

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

**TFS 827 The Politics of Higher Education**

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relationships characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

**TFS 828 Evaluation in Higher Education**

The course examines models, methods, and concerns. Several levels of evaluation will be looked at: student learning, evaluation of instructor and course, program and institutional evaluation. Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

**TFS 829 East Asian Higher Education**

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.

**TFS 830 Academic Capitalism in Higher Education and the Corporation Agenda**

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

**TFS 831 Qualitative Research in Higher Education**

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionist, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography,

autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis. Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

**TFS 8 7 Environmental Health Transformative Higher Education and Policy Urban Education and Social and Ecosystem Health**

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPE C, C, and Esteri and Health Canada.

**TFS 8 8 Continuing Education**

The intent of this course is to explore current issues in continuing education including access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs the roles of colleges, universities, the workplace and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs the impact of educational technologies on the accessibility and the quality of continuing education.

**TFS 8 : Administration of Technology in Higher Education**

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.

**TFS 8. 2 Higher Education and the Labor Market**  
An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

**TFS 8. Higher Education and the Law**  
This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact on the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

**TFS 8 2 Individual Reading and Research in Higher Education Master's level**  
Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**TFS200V Educational Finance and Economics**  
Topics include public education as an economic institution the sources and methods of distribution of public school revenue at the various levels of government provincial and state school grant systems and the rationale behind them principles and practices in school budgeting and salary scheduling the relationship between investment and education, the formation of human capital, and national economic growth.

**NOTE:** Students who have taken TPS1 17 or TPS1 41 will not be eligible to take this course for credit.

**TFS 80V Case Studies in Comparative Higher Education**

This is a seminar course designed for students interested in the comparative study of higher education.

**TFS 8 0 International Academic Relations**  
This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following academic freedom in a global context the role of universities and colleges in international development relations between higher education institutions and international organizations scholar/student exchanges and human rights and higher education.

**TFS 820 Special Topics in Higher Education**  
**doctoral level**

Description as for TPS 182 .

**TFS 822 Individual Learning and Research in Higher Education**  
**doctoral level**

Description as for TPS 182 .

**Other courses accepted for credit**

For descriptions, see relevant department course listings

**OTE** The following courses are accepted for credit in Higher Education

- AEC117 Developing and Leading High Performing Teams Theory and Practice
- AEC1114 Comparative and International Perspectives in Adult Education
- AEC1131 Teaching, Learning, and Working in Nonprofit Organizations
- AEC1146 Women, Globalization and Citizenship
- AEC1173 Creativity and Wellness Learning to Thrive
- AEC1181 Embodied Learning and Learning
- AEC127 Counselling Topics in Sexual Orientation and Gender Identity/Diversity
- AEC314 Political Economy of Adult Education in Global Perspectives
- AEC314 Post-Colonial Relations and Transformative Education
- AEC3173 Effecting Change Creating Wellness
- AEC3211 Counselling and Researching in Context Critical Perspectives on Counselling and Health Promotion Research
- C L 67 Teaching and Learning by the Health Professions Principles and Theories
- DP1216 Psychoeducational Assessment
- LAW384 Intellectual Property
- SES3932 Contemporary Perspectives on Women and Higher Education
- SOC619 The Sociology of Gender and Work

**OTE** Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate

**Adult Education and Counselling Psychology**

- AEC114 Participatory Research in the Community and the Workplace RM

**Curriculum Teaching and Learning**

- CTL118 The Phenomenological Curriculum
- CTL1112 Interpretive Research Methods in Holistic and Aesthetic Education
- CTL136 Qualitative Research Methods in Education Concepts and Methods RM

- CTL189 Narrative and Story in Research and Professional Practice
- CTL181 Doctoral Seminar in Qualitative Research on Teaching
- CTL1861 Critical Ethnography RM

**Human Development and Applied Psychology**

- DP1288 Intermediate Statistics and Research Design RM
- DP321 Qualitative Research Methods in Human Development and Applied Psychology RM

**Sociology and Equity Studies in Education**

- SES19 Qualitative Approaches to Sociological Research in Education RM
- SES393 Advanced Seminar on Feminist Methodology and Education RM

**Department of Public Health Sciences • University of Toronto**

- C L 111 Qualitative Research Methods
- C L 11 Topics in Qualitative Research

**Faculty of Nursing • University of Toronto**

- NR 24 Qualitative Research Foundations, Methods and Designs

**Courses that fulfill the Health Professions Requirement for the MEdN Program**

- AEC1181 Embodied Learning and Learning
- TPS184 Issues in Medical/ Health Professional Education
- TPS188 Research in Health Professional Education RM
- TPS181 Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
- TPS182 Education and the Professions can be used for regular or health requirement
- TPS183 Issues in Cognitive and Educational Psychology Implications for Health Professional Education
- TPS187 Continuing Professional Education can be used for regular or health requirement

# History and Philosophy of Education Program

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

- History of Education
- Philosophy of Education page 16

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 16
- Transformative Learning page 16
- Women's Studies/Feminist Studies page 16

## Collaborative Graduate Programs

Students may also enroll in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their department and the collaborative program.

- Comparative, International and Development Education C DE see pages 173 - 17
- Graduate Collaborative Program in Women and Gender Studies CWS see pages 176

## History of Education Field

**Ruth W. Sandwell, Ph.D. (Simon Fraser)**  
Assistant Professor and Program Coordinator



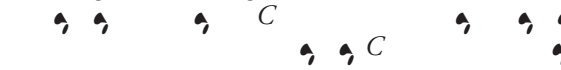
**David Levine, Ph.D. (Cambridge)**  
Professor



**Cecilia Morgan, Ph.D. (Toronto)**  
Associate Professor



**Elizabeth M. Smyth, Ed.D. (Toronto)**  
Associate Professor, cross-appointed from Curriculum, Teaching and Learning



**Harold M. Troper, Ph.D. (Toronto)**  
Professor



### Professors Emeriti

Ruth Roach Pierson, Ph.D. <sup>ale</sup>  
Alison Prentice, Ph.D. <sup>Toronto</sup>  
Stephen T. Rusa, Ph.D. <sup>Alberta</sup>

## 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. **Option II**, which requires a major research paper and the M.Ed. **Option I**, which requires 1 half-course only. The Ed.D. has a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements see pages 21 - 27, M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

**NOTE** Program requirements may be subject to change. Please check with the program coordinator.

## Master of Education

The M.Ed. degree in History of Education may be pursued under either **Option II** eight half-courses, plus a major research paper or **Option I** 11 half-courses. See the Minimum Admission and Degree Requirements section, pages 21 - 27, for admission and other degree requirements. Students enrolled in **Option II** are expected to take at least four half-courses in History of



Education students enrolled in **Option I** are expected to take at least five half-courses in History of Education. Completion of TPS146 History and Educational Research RM is mandatory in both options.

### Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. See Minimum Admission and Degree Requirements section, pages 21 - 27, for admission and degree requirements. Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing e.g., research report, ma or essay, thesis. Moreover, an interview with faculty in the applicant's proposed area of specialisation is normally required prior to the admission decision.

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

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

The core requirements include two mandatory Ed.D. seminars TPS349 - Ed.D. Seminar in the History of Education, and TPS3491 - Ed.D. Seminar in the History of Education, normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

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

### Master of Arts

Qualified applicants who hold a four-year university of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. See pages 162 - 163.

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. See Minimum Admission and Degree Requirements section, pages 21 - 27 for admission and other degree requirements.

### Doctor of Philosophy

Qualified applicants with a university of Toronto M.A. degree with a specialisation in History of Education or its equivalent including a thesis or equivalent ma or research paper may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 historiography and the History of Education is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis or equivalent, a qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialisation in History of Education will be required to establish equivalency with the master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing e.g., master's thesis, ma or research paper, published article with their application. All Ph.D. candidates are required to write a comprehensive examination.

## Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialisation in History of Education are required to take TPS1419 unless it or an equivalent has been taken previously. Candidates for the M.Ed. degree with a specialisation in History of Education are required to take TPS146 History and Educational Research (RM).

## Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci

### Heminist Studies

SES193 and TPS courses 1412, 1413, 1421, 1426, 143, 1433, 3417 and 3418

### History of Women and the Family in Education

TPS courses 1412, 141, 1413, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

### Immigration, Ethnicity, and Multiculturalism in Education

TPS courses 141, 1421, 1424, 1428, 1429, 3428

### The Origins of Modern Schooling

TPS courses 14, 141, 143, 14, 141, 142.

### Theory and Practice of Schooling

TPS courses 14, 141, 143, 14, 147, 148, 146.

## Courses

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

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit 1 or 3 does not necessarily indicate course level - most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

### TFS .00 The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

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

### TFS .0 The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History: Focus on Canada and the US/UK

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

### TFS .0 History of Education in Canada

A survey course whose central theme is Canadian answers to perennial questions in education. Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: 1. Canadian educational historiography 2. Canadian education and its critics: an analysis of the ongoing criticism of Canadian education in historical perspective.

### TFS .0 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.

### TFS .0 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.

### TFS .0V 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.

### TFS . The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.

**TFS 1.19 Ontario Education**

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

**TFS 1.20 Historiography and the History of Education**

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.

**NOTE:** TFS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the history of Education.

**TFS 1.20 European Popular Culture and the Social History of Education I**

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

**TFS 1.22 Education and Family Life in the Modern World I**

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

**TFS 1.23 The History of the Family in Canada**

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

**TFS 1.24 Religion and Social Movements in the History of North American Education**

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

**TFS 1.25 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 21st 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.

**TFS 1.27 History and Commemoration in Canada and Beyond: 1800s to 2000s**

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.

**TFS 1.28 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.

**TFS 1.29 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.

**TFS . 0 Gendered Colonialisms, Imperialisms and Nationalisms in History**

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

C

**TFS . . 8 Popular Culture and the Social History of Education. II**

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of high culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

C

**TFS . 2 Individual Reading and Research in the History of Education. Master's level**

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

**TFS . V0 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.

**TFS . V 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.

**TFS . 2 Education and Family Life in the Modern World II**

This course is designed as a follow-up to TPS1422. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

**Prerequisite:** TPS 1422 or permission of instructor.

**TFS . 28 Minority Concerns and Education in Canadian History. Selected Topics**

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

**Prerequisite:** TPS 1422, TPS 1429, or permission of instructor.

**TFS . 2 Individual Reading and Research in the History of Education. Doctoral level**

Description as for TPS 1422.

**TFS . V 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.

**TFS . 0 EdD Seminar in the History of Education**

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/proposal proposals and progress reports.

**TFS . EdD Seminar in the History of Education. II**

See description for course TPS 349.

**TFS . 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.

**TFS 101 Doctoral Practicum in the History of Education II**

See description for course TPS 3494 .

**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**

- TPS181 The history of Higher Education in Canada: An Overview
- TPS182 The section titled The University in an International Context: Ethics, Human Rights, Politics
- TPS1822 The Idea of the University and the College

**Sociology and Equity Studies in Education**

- SES194 Sociological Theory in Education
- SES193 Gender and Historical Sociology

**Philosophy of Education Field**

**John Portelli, Ph.D. (McGill)**

Professor and Program Coordinator



**Megan Boler, Ph.D. (University of California Santa Cruz)**

Associate Professor



**Dwight Boyd, Ed.D. (Harvard)**

Professor



**Maureen Ford, Ph.D. (Toronto)**

Assistant Professor



**Brent S. Kilbourn, Ph.D. (Toronto)**

Associate Professor, cross-appointed from Curriculum, Teaching and Learning



**Professors Emeriti**

Deanne Logsdan, 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.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis. In addition to the Minimum Admission and Degree Requirements pages 21-27, M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

**NOTE:** Program requirements may be subject to change. Please check with the program coordinator.

**Master of Education**

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a thesis or research paper) or **Option I** (11 half-courses). See the Minimum Admission and Degree Requirements section, pages 21-27, for admission and other degree requirements. Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option I** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS144 (An Introduction to Philosophy of Education) is mandatory in both options unless a course deemed equivalent has already been taken.

**Doctor of Education**

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. See Minimum Admission and Degree Requirements section, pages 21-27, for admission and degree requirements. Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated.

Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, master research paper, published article) with their application.

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

The minimum Ed.D. degree requirements for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars: TPS348 - Ed.D. Seminar in the Philosophy of Education, and TPS349 - Ed.D. Seminar in the Philosophy of Education, normally taken during the year of required full-time study and TPS144 - An Introduction to Philosophy of Education, 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 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, TPS144 - 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 167-169.

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. See Minimum Admission and Degree Requirements section, pages 21-27 for admission and other degree requirements.

### 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 master research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS144 - 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 167-169.

All Ph.D. candidates are required to write a comprehensive examination. If the master's degree did not include a thesis or equivalent, a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the 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, master research paper, published article) with their application.

## 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 History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit 1 or 3 does not necessarily indicate course level - most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

### TFS 120 Knowledge, Knowing, and Learning

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

### TFS 130 Freedom and Authority in Education

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

### TFS 140 Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

### TFS 150 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.

### TFS 180 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. Hill, Ertrand Russell, bell hooks, and Iris Young. The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

### TFS 200 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.

### TFS 200 An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

### TFS 210 Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment - such as the conceptual dichotomies of public/private, the right/the good, duty/virtue, etc. - have shaped both contemporary Western thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.

### TFS 220 Cultural and Racial Difference in Education: Philosophical Perspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions

underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.

### TFS . . V The Teacher as 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.

### TFS . . 7 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 technological determinism as a model of explanation of personal and social change technological causation the conceptual distinctions if any between humans and machines the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education the distinctions between human understanding and artificial intelligence problems arising from the use of computers in education and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

### TFS . 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.

### TFS . V2 Women's Literature and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.

### TFS . V Special Topics in Philosophy of Education

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

### TFS . 7 Critical Issues in Education. Philosophical Perspectives

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

### TFS . 7 Research Seminar in Feminist Criticism and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts.

The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as voice, empowerment, and dialogue that have been advocated and contested within critical educational theory.

### TFS . V Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.

### TFS . . Research Seminar in Oral Education. Part I

This is an advanced seminar based on topics covered by TFS 1441 but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

**Prerequisite:** Permission of instructor.

### TFS . . Research Seminar in Oral Education. Part II

This is an advanced seminar based on topics covered by TFS 1441 but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

### TFS . . 7 Theories of Modernity and Education

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory,



neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of Habermas' theory of democratic modernization.

**TFS . 3. Individual Reading and Research in the Philosophy of Education. Doctoral level**

Description as for TPS 14 3 .

**TFS . 5. Special Topics in Philosophy of Education**

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

**TFS . 80. EdD Seminar in the Philosophy of Education. I**

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/proposal and progress reports.

**TFS . 8. EdD Seminar in the Philosophy of Education. II**

See description for course TPS34 .

**TFS . 8. 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.

**TFS . 8. Doctoral Practicum in the Philosophy of Education. II**

See description for course TPS 34 .

**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**

CTL1 32 Learning and Teaching

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

TPS1 24 Critical Conversations Philosophy, Educational Administration and Educational Policy Studies

TPS3 Democratic Values, Student Engagement and Policy Studies

# Collaborative Graduate Degree Programs

## Aboriginal Health

The graduate units of Adult Education and Counselling Psychology, Anthropology, Geography, Nursing Science, Public Health Sciences, and Sociology and Equity Studies in Education collaborate with the Faculty of Arts and Sciences Aboriginal Studies Program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate department program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health a personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

**NOTE:** Students who successfully complete the program will have noted on their transcripts completion of the Collaborative Program in Aboriginal Health in addition to the degree from their department.

**Further information is available from:**

### John Young

Department of Public Health Sciences  
Telephone 416-978-2922  
E-mail [john.young@utoronto.ca](mailto:john.young@utoronto.ca)

School of Graduate Studies Calendar 2016/2017, page 19.

## Addiction Studies

The graduate units of Adult Education and Counselling Psychology, Anthropology, Biomedical Engineering, Criminology, Information Studies, Medical Science, Pharmaceutical Sciences, Pharmacology, Psychology, Public Health Sciences, Social Work, and Sociology, in collaboration with the Centre for Addiction and Mental

Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with M.A. and Ph.D. degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Masters students are required to take PAS37 Multidisciplinary Aspects of Addictions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS37 Multidisciplinary Aspects of Addictions, if they have not already done so, plus one additional half-year course not taken previously from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the *School of Graduate Studies Calendar*.

**NOTE:** Students who successfully complete the program will have noted on their transcripts completion of the Collaborative Program in Addiction Studies in addition to the degree from their department.

**Further information is available from:**

**Susan Hall** • Graduate Program Coordinator  
Department of Adult Education and Counselling Psychology  
Telephone 416-923-6641 ext. 222  
E-mail [shall@oise.utoronto.ca](mailto:shall@oise.utoronto.ca)

**Maryane Ashley** • CoPAS Director  
Department of Public Health Sciences  
Telephone 416-978-2711  
E-mail [maryane.ashley@utoronto.ca](mailto:maryane.ashley@utoronto.ca)

## Adult Education and Counselling Psychology • Palliative and Supportive Care Across the Life Course

The Department of Adult Education and Counselling Psychology (AEC/P) as well as other University of Toronto departments, participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AEC/P, and follow a course of study acceptable to AEC/P and the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.

### Admission Requirements

Applicants must meet the minimum requirements (see Minimum Admission and Degree Requirements section, pages 21–27), and the departmental requirements as outlined on pages 3–62. Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course. See the *School of Graduate Studies Calendar* for more information.

### Program Requirements

Individual student programs of study must meet the requirements of both AEC/P as outlined on pages 3–62 and the Collaborative Program. Master's students are required to take AEC/P 200 – Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AEC/P 300 – Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the *School of Graduate Studies Calendar*. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging, palliative and supportive care across the life course.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

### Further information is available from:

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

### Counselling Psychology Program

Lana Stermac  
Telephone 416-923-6641 ext. 2346  
E-mail [lstermac@oise.utoronto.ca](mailto:lstermac@oise.utoronto.ca)

### Adult Education and Counselling Psychology • Palliative and Supportive Care Across the Life Course

Suite 106, 222 College Street  
University of Toronto  
Toronto, Ontario M5T 3J1  
Telephone 416-978-3377  
Fax 416-978-4771  
Website [www.utoronto.ca/lifecourse/collaborative](http://www.utoronto.ca/lifecourse/collaborative)

## Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself: the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

Adult Education and Community Development  
M.A. and M.Ed. at  
Counselling Psychology M.Ed. at  
Program in Planning M.Sc. Pl., in the Department  
of Geography  
Public Health Sciences M.Sc. in the Faculty of  
Medicine  
Faculty of Social Work M.S.W.

### Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).
2. After they have been accepted by one of the participating graduate departments/programs, applicants

then send the following to the Program Committee of the Collaborative Program

- a a copy of the letter of acceptance into one of the participating graduate departments/programs
- b a résumé or curriculum vitae
- c a letter explaining how their program of study and specific research interests relate to community development i.e., why do you want to enroll in the Collaborative Program in Community Development .

### Send the Collaborative Program application to:

Grace Ramire, Registrar  
Collaborative Program in Community Development  
Centre for Urban Community Studies  
University of Toronto  
4 Spadina Avenue, Suite 4  
Toronto, Ontario, Canada M5S 2E2  
Telephone 416-978-2222  
Fax 416-978-7162  
E-mail grace.ramire@utoronto.ca

### Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfill the requirements of the Collaborative Program, students must complete the following. With the exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course Community Development Theory and Practice, a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program, either a thesis or the master's research paper on a topic related to community development.

### Common Learning Experience

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following

The required core course Community Development Theory and Practice.

A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.

Speakers, seminars, and workshops from time to time. Students in the Collaborative Program are expected to participate in these events including decisions on the themes, topics, speakers, format, etc .

### Courses

#### Core Course

CS1 Community Development Theory and Practice



#### Adult Education and Counselling Psychology

AEC11 2 Community Development Innovative Models  
AEC11 4 Community Education and Organizing  
AEC12 9 Community Mental Health  
AEC3119 Global Perspectives on Feminist Education, Community Development and Community Transformation  
AEC3211 Counselling and Researching in Context  
Critical Perspectives on Counselling and Health Promotion Research  
AEC3131 Special Topics Citizenship Learning and Participatory Democracy

#### Planning

P 141 8 Rural Planning  
P 1421 Health in Urban Environments  
P 1 7 The Geography of Housing and Housing Policy  
P 1 8 Planning with the Urban Poor in Developing Countries  
P 161 Planning Financing the Social Economy  
PLA1 3 Planning and Social Policy

#### Public Health Sciences

CL 1 F2 Community Development in Health  
CL 8 1 Health Promotion

#### Social Work

SW 421 Promoting Empowerment  
SW 4422 Social Housing and Homelessness  
SW 4 6 8 Social Work with Immigrants and Refugees  
SW 46 1 Community Social Work Practice

**Note:** Students who successfully complete the program will have noted on their transcripts Completed Collaborative Program in Community Development.

**Further information is available from the following three faculty members in the Department of Adult Education and Counselling Psychology.**

#### Yacov Quarter

Telephone 416-923-6641 ext. 2 76  
E-mail quarter@oise.utoronto.ca

#### Marjaret Schneider

Telephone 416-923-6641 ext. 2  
E-mail mschneider@oise.utoronto.ca

**Daniel Schugurensky**

Telephone 416-923-6641 ext. 23 6  
E-mail dschugurensky@oise.utoronto.ca



**David Hulchanski** Collaborative Program Director  
Faculty of Social Work and  
the Centre for Urban and Community Studies  
246 Bloor Street West  
Toronto, Ontario  
Telephone 416-978-4934 FA 416-978-7162  
Email david.hulchanski@utoronto.ca



From the Centre for Urban and Community Studies  
Website  
<[www.urbancentre.utoronto.ca/  
communitydevelopment.html](http://www.urbancentre.utoronto.ca/communitydevelopment.html)>

## Comparative International and Development Education

### Program Directors

**Jared Bundy** Adult Education and Counselling  
Psychology  
**Joseph F. Harrell** Curriculum, Teaching and Learning  
Comparative and International Development Education  
Centre, 7th Floor,

### Contact

Website [cide.nise.utoronto.ca](http://cide.nise.utoronto.ca)  
E-mail cide@oise.utoronto.ca

The Collaborative Program in Comparative, International and Development Education (CIDE) provides the opportunity for students enrolled in any of its four participating departments to receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

CIDE is one of the world's largest, most diverse and dynamic graduate programs in the field of comparative education. All CIDE students and faculty bring with them extensive international experience. Faculty interests span an exciting range of theoretical and practical issues from the study of ethnicity and identity to the issues of globalization and global governance from non-formal learning and citizenship education, to concrete problems of educational reform, social equality, language education, conflict resolution and community development. We approach these issues from a range of theoretical and disciplinary frames that is unparalleled in other comparative education programs. More traditional sociological, historical and philosophical approaches are taught alongside vibrant interpretations of feminist, critical, post-structuralist and cultural theories.

In addition, CIDE students have access to courses and professors with related geographic and thematic interests at one of the world's pre-eminent research universities. Students can take courses in political science, development studies, international relations, feminist studies, sociology, geography and beyond. The CIDE program is linked with events and programs at the Munro Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

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

The CIDE program is available to students enrolling in the M.Ed., M.A., Ed.D. and Ph.D. degree programs in the following departments

### Adult Education and Counselling Psychology

Adult Education and Community Development Program

### Curriculum Teaching and Learning

Curriculum Studies and Teacher Development Program  
Second Language Education Program

### Sociology and Equity Studies in Education

Sociology in Education Program

### Theory and Policy Studies in Education

Educational Administration Program  
Higher Education Program  
History and Philosophy of Education Program

### Admissions Requirements

Applicants should apply to the appropriate degree program in one or more of the collaborating departments, listed above, that corresponds most closely to their general background and interests.

In addition to meeting the minimum admission requirements (see Minimum Admission and Degree requirements section in this *Bulletin*, pages 21-27), and department requirements, applicants to this Collaborative Program are ordinarily expected to have had at least one year of international or cross-cultural experience.

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Web page at [cide.oise.utoronto.ca](http://cide.oise.utoronto.ca). You are strongly advised to contact one of the core CIDE faculty

members in the department to which you are applying to discuss your research interests and goals. A list of C DE core faculty members appears below. Their contact information is available on the C DE Web page.

### Program Requirements

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

- C E1 1 Introduction to Comparative, International and Development Education
- One other C DE core course
- Two other C DE courses core or specialization
- Regular participation in and attendance at the C DEC Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
- For Master's students, preparation of a thesis, Master's research paper or comprehensive paper depending upon the requirements of the home department which relates to and demonstrates Master's level understanding of the research/theory base of C DE as certified by a participating faculty member in the home department.
- For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of C DE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

### Faculty Advisors

Students are advised by participating C DE faculty from their home department listed below. They may also see advice and information from the Comparative, International and Development Education Centre, **E mail cide.oise@utoronto.ca** and the C DE Program Directors.

### Core Participating Faculty

A. Miles, . Mirchandani, S. Moab, . Mundy, R. g, D. Schugurens y AACP . ic more,  
A. Cumming, .P. Farrell, . Feuerverger, S. iyo ov,  
D. . Wilson CTL . Sefa Dei, D. Olson SESE  
S. Anderson, . asci, R. ayhoe, R. oshee TPS

### Adjunct Faculty

. Masemann, . night

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

### Courses

NOTE Not all courses are offered every year. Please consult the C DE Course List at [cide.oise.utoronto.ca](http://cide.oise.utoronto.ca)

### IE or Joint Comparative Education Courses

#### IE 00 Introduction to Comparative International and Development Education

This course serves as the basic core course for the graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. C DE students only or by permission of instructor.

#### IE 00 Special Topics in Comparative International and Development Education

A course designed to permit the study in a formal class setting of specific areas of comparative, international and development education not already covered in the courses listed for the current year.

### Collaborative Program Core Courses

- AEC1114 Comparative and International Perspectives in Adult Education
- AEC314 Political Economy of Adult Education in Global Perspectives
- AEC3131 Special Topics Citizenship Learning and Participatory Democracy
- AEC3179 Work, Technology and the Knowledge Economy
- AEC318 Global Governance and Educational Change
- C E1 1 Introduction to Comparative, International and Development Education
- C E1 Special Topics in Comparative, International and Development Education
- CTL1312 Democratic Citizenship Education
- CTL31 Seminar in Second Language Literacy Education
- CTL16 Education and Social Development
- CTL161 Comparative Education The Development of Third World Education Systems
- SES1922 Sociology of Race and Ethnicity
- SES1924 Modernization, Development and Education in African Contexts
- CTL163 Controversial Issues in Development Education

CTL134	Methodologies for Comparing Educational Systems RM	SES3911	Cultural knowledges, Representation and Colonial Education
SES1927	Global Economic Restructuring International Migration Immigration Policies Canada, S, Germany	SES3914	Anti-Colonial Thought and Pedagogical Challenges
SES2999	Special Topics in Sociological Research in Education Cultural knowledges, Representation and Colonial Education Sociological implications in Education	SES3921	Language and Social Difference in Education Comparative Perspectives
TPS1 16	School Program Development and Implementation	SES3933	Theorizing Transnationality Feminist Perspectives
TPS1 19	Diversity and the Ethics of Educational Administration	SES3942	Innovations in Education A Comparative Analysis
TPS132	Comparative Education Theory and Methodology	SES3943	Sociology of State Formation and Ideologies of Government
TPS1326	Comparative Higher Education	SES39 2	Sexism, Racism and Colonialism Pedagogical Implications
TPS331	International Academic Relations	TPS1 2	Teachers and Educational Change
		TPS1 27	The Search for Educational Quality and Excellence in a Global Economy
		TPS14	The Origins of Modern Schooling Problems in Education before the Industrial Revolution
		TPS141	The History of the Teaching Profession
		TPS142	European Popular Culture and the Social History of Education
		TPS1421	The History of Women and Education
		TPS1422	Education and Family Life in the Modern World
		TPS142	Class Formation and its Relation to the Schools
		TPS143	Gendered Colonialisms, Imperialisms and Nationalisms in History
		TPS1447	Technology in Education Philosophical Issues
		TPS1448	Popular Culture and the Social History of Education
		TPS133	Recurring Issues in Post-secondary Education
		TPS136	Systems of Higher Education
		TPS132	East Asian Higher Education
		TPS2 6	Educational Finance and the Economics of Education
		TPS3 2	Educational Change in the Post-Modern Age
		TPS3 17	Problems in the Finance and Economics of Education
		TPS3 4	Educational Policy and Program Evaluation
		TPS3423	Education and Family Life in the Modern World
		TPS3447	Theories of Modernity and Education
		TPS336	Case Studies in Comparative Higher Education
			A wide selection of additional courses is available across participating departments. See the various departmental pages or the visit the C DE Website for further information. < <a href="http://cide.oise.utoronto.ca">cide.oise.utoronto.ca</a> >
			<b>O</b> E-mail <a href="mailto:cide@oise.utoronto.ca">cide@oise.utoronto.ca</a>
CTL3 34	Critical Pedagogy, Language and Cultural Diversity		
CTL3 13	Language, Planning and Policy		
PE24 3	Political Economy of International Development		
P 1 9	Gender Planning and International Development		
SES1912	Foucault and Research in Education and Culture Discourse, Power and the Subject		
SES192	Indigenous Knowledge and Decolonization Pedagogical Implications		
SES19 3	Teaching Conflict and Conflict Resolution Politics and Practice		
SES19 6	Social Relations of Cultural Production in Education		
SES391	Advanced Seminar on Race and Anti-Racism Research Methodology in Education RM		

## Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology, and the Department of Psychology. See page 119 for further information.

**OTE** Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their department.

### Further information is available from

Marc Lewis  
Telephone 416-923-6641 ext. 2443  
E-mail [mlewis@oise.utoronto.ca](mailto:mlewis@oise.utoronto.ca)

## Environment

and the University of Toronto Centre for Environment collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environment. This program is offered out of the Transformative Learning Centre and is administered in the Departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include

- E 1 1 Environmental Decision Making  
Core Course
- E 1 2 Case Studies in Canadian Environmental  
Policy Making
- E 141 Analytical Environmental Chemistry
- E 1444 Capitalist Culture
- E 17 1 Environmental Law
- E 17 3 Water Resources Management
- E 17 4 Risk Analysis and Management
- E 17 Corporate Perspectives on the Environment
- E 17 6 Natural Hazards and Natural Disasters
- E 17 7 Environmental Finance and Sustainable  
Investing
- E 2 Topics Environmental Studies Independent  
Study
- E 2 2 Special Topics Environmental Studies
- E 2 1 Pollution Prevention and Control
- E 19 1 Technology, Society and the Environment
- E1212 Fate of Contaminants in Land and Water

- E1413 Workshop in Environmental Assessment
- E142 Urban Waste Management
- E26 7 Advanced Techniques in Hydrogeology
- E23 3 Environmental Pathways
- E12 1 Politics, Bureaucracy and the Environment
- P2147 Environmental Philosophy
- S1111 Topics in North American Environmental  
History
- RL 2 19 Religion and the Environment

At the master's level, the arrangement is for students to take one core and two elective, half-credit courses from the courses listed with the Centre for Environment.

Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at . These courses are to be approved through an Academic Advisor from one of the two participating departments.

The doctoral program of study normally consists of eight half-courses. One core and one elective, half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder from the two participating departments.

**OTE** Students who successfully complete the program will have noted on their transcripts Completed Collaborative Program in Environmental Studies in addition to the degree from their department.

### Further information is available from

**Jennifer Sumner**  
Adult Education and Counselling Psychology  
Telephone 416-923-6641 ext. 23  
Fax 416-923-4749  
E-mail [sumner@oise.utoronto.ca](mailto:sumner@oise.utoronto.ca)

**Di Jane**  
Sociology and Equity Studies  
Telephone 416-923-6641 ext. 272

**Fripa Favel**  
Graduate Student Advisor  
Centre for Environment, University of Toronto  
Telephone 416-978-347

## Information Media Studies

**Director:** Andrew Clement Faculty of Information Studies  
**Coordinator:** Barbara Soren  
**Administrative Assistant:** Christina Parer  
Location: Cohen Centre for Information Technology, 4  
St. George St., 7th Floor  
Telephone 416-978-3473 MD  
Email [nfo@mdi.utoronto.ca](mailto:nfo@mdi.utoronto.ca)  
Website [kmdi.utoronto.ca](http://kmdi.utoronto.ca)



The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participate in the Knowledge Media Design MD Collaborative Program. The Knowledge Media Design Institute MD in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other participating departments include the following: Faculty of Architecture, Landscape, and Design; ALD; Computer Science; CS; Faculty of Information Studies; F.S.; Institute of Medical Science; MS; Mechanical and Industrial Engineering; M.E.; and Sociology; SOC. MD challenges both the technological utopians and dystopians with a vision that is constructively critical and sees to be a catalyst for collaborative endeavours and cross-disciplinary research. MD provides a specialisation for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their department and the MD.

All programs of study should be planned in consultation with the program advisor in the student's home department and with the MD Director. See MD address.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their department.

**Program Requirements**

The Collaborative Program in Knowledge Media Design offers an interdisciplinary specialisation to a regular departmental degree program. Students must satisfy the following requirements:

1. Students must meet all the requirements of their home department. The specialisation in MD cannot be conferred if the home unit degree has not been completed.
2. Masters students must successfully complete MD1 1, MD1 2 and two half-course electives. At least one of these half-courses must be from the MD 2 1-2 4 series. The other may be from a list of recognised departmental courses MD affiliate courses.

3. Collaborative program courses taken beyond MD1 1 and MD1 2 may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating departments individual program regulations.
4. Doctoral students are required to take MD1 1 and MD1 2 if not already taken in the masters program, one half-course from the MD 2 1-2 4 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.
  - The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

**Further information is available from:**

- The School of Graduate Studies Calendar
- The student's departmental Liaison Officer
- The MD Collaborative Program Office

**Neuroscience (FL)**

The Program in Neuroscience offers the M.A. and Ph.D. degree specialisation. The Collaborative Program aims to enrich the training of graduate students in neuroscience. It sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organises informal meetings for graduate students with invited speakers, and represents neuroscience research at the university level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology.

**Admissions Requirements**

Admission to the program is open to all M.A. and Ph.D. students who are registered in the DAP Developmental Psychology and Education Program or other member departments e.g., Psychology. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their department.

### Degree Requirements

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the M.A. degree and at least one full course or equivalent for the Ph.D. degree from the list of courses approved by the Program in Neuroscience.  
DP3235 Developmental Neurobiology is a half-course offered by DAP that can meet this requirement.
5. The student must attend the Annual Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the Post-Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

### Further information is available from:

The School of Graduate Studies Calendar  
The student's departmental Liaison Officer  
The Program in Neuroscience Office

### Graduate Collaborative Program in Neuroscience

Room 12, Tan Neuroscience Building  
6 Queens Park Crescent  
University of Toronto  
Toronto, Ontario M5S 3J2  
Telephone 416-978-4894  
Fax 416-978-1878  
E-mail [p.neuroscience@utoronto.ca](mailto:p.neuroscience@utoronto.ca)  
Website [www.utoronto.ca/neurosci](http://www.utoronto.ca/neurosci)

### Women's Studies (GWS)

The following Departments

Adult Education and Counselling Psychology  
Curriculum, Teaching and Learning  
Sociology and Equity Studies in Education  
Theory and Policy Studies in Education

as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (CWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The CWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The CWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their department and the CWS.

All programs of study should be planned in consultation with the program advisor in the student's home department and with the CWS Coordinator. See CWS address below.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their department.

### Further information is available from:

The School of Graduate Studies Calendar  
The student's departmental Liaison Officer  
The CWS Program Office

### Graduate Collaborative Program in Women's Studies (GWS)

Women and Gender Studies Institute WSI  
New College - University of Toronto  
4 Willcocks Street, Room 236, Wilson Hall  
Toronto, Ontario M5S 1C8  
Telephone 416-978-3668  
Fax 416-946-6161  
E-mail [grad.womenstudies@utoronto.ca](mailto:grad.womenstudies@utoronto.ca)  
Website [www.utoronto.ca/wgsi](http://www.utoronto.ca/wgsi)

### Graduate Women's Studies Student Association (GWSA)

The WSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

### Further information is available from:

Graduate Women's Studies Student Association (WSSA)  
4 Willcocks Street,  
Room 236, Wilson Hall  
Telephone 416-978-3284  
E-mail [wgsu@utoronto.ca](mailto:wgsu@utoronto.ca)

# Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline or disciplines. However, applicants interested in one of these areas are encouraged to specify so at the time of application within the Application Admission Forms, as well as their Statement of Intent.

## 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

Aboriginal perspectives form the basis of the research area which

respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators develops understandings of Aboriginal Ways of life

builds relationships connecting local Aboriginal/Indigenous communities with those around the world encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts

advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of nativeness, social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed., M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments [see website for details](#)

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology AECP Curriculum, Teaching and Learning CTL Sociology and Equity Studies in Education SESE and Theory and Policy Studies in Education TPS. Faculty include E. Antone, J. Hurstow, A. Miles, R. Moodley, J.P. Restoule AECP J. Cummins, J. Sefa Dei, A. Magne, P. Olson, and J. Wane SESE M. Ford, J. Magnusson, C. Morgan and J. Ryan TPS.

### Further information is available from

Jean-Paul Restoule, AECP  
Telephone 416-923-6641 ext. 232  
Fax 416-926-4749  
E-mail [restoule@oise.utoronto.ca](mailto:restoule@oise.utoronto.ca)

## Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House of Learning, University of Toronto, for all students.

## Resources

Other University of Toronto offices that support Aboriginal perspectives include

### Indigenous Education, et al.

Telephone 416-923-6641 Ext. 2286  
Fax 416-926-4749  
E-mail [inen@oise.utoronto.ca](mailto:inen@oise.utoronto.ca)

### Aboriginal Health

Faculty of Nursing  
Rebecca Agey  
Telephone 416-978-2836

### Aboriginal Studies (undergraduate degree)

Sharen Rice, Coordinator  
Telephone 416-978-1763  
Website [www.utoronto.ca/abs](http://www.utoronto.ca/abs)

### First Nations House

Telephone 416-978-2227  
Website [www.fnh.utoronto.ca](http://www.fnh.utoronto.ca)

## Other websites of interest

### Aboriginal and Indigenous Studies in Education

[www.oise.utoronto.ca/depts/sese/aborig/](http://www.oise.utoronto.ca/depts/sese/aborig/)

### Indigenous Education, et al.

[www.oise.utoronto.ca/depts/aecp/ien.php](http://www.oise.utoronto.ca/depts/aecp/ien.php)

### Student Teachers Union First Nations Resources

[www.oise.utoronto.ca/research/studentequity/firstnationsresources.php](http://www.oise.utoronto.ca/research/studentequity/firstnationsresources.php)

## Critical Pedagogy and Cultural Studies

This research area is concerned with how education broadly construed has fostered symbolic dominance often in conjunction with physical and material oppression, and how such injustice might be transcended by a critical pedagogy. Substantive research interests include the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities critical ethnography analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles the culture of the school and its communities global peace and education critical multiculturalism and anti-racism in education Aboriginal education comparative and Third World education

education and the labour market the political economy of education teachers as workers studies of state formation and moral regulation ideologies issues of history, memory and pedagogies of space and time critical reformulations of humanities curricula and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are A. Miles, S. Moab, R. G. E. O'Sullivan, J. Quarter and D. Schugurensky AACP J. Picmore, C. Conle, J. Cummins, J. Gallagher, D. Girin-Laioie, T. Goldstein, D. Hodson, M. Joo, R. Morgan, E. Pedretti, J. Sykes and P. Trifonas CTL J. Dehli, J. Sefa Dei, R. J. Folson, M. Jeller, J. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R. J. Simon, S. Racic, D. A. Trotter, R. Walcott and J. J. Wane, SESE M. Joller and C. Morgan TPS L. Teather Museum Studies J.

### Further information is available from

Jari Delhi SESE

## Études franco-ontariennes en Éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'éducation, proposent des études supérieures multidisciplinaires qui s'intitulent études franco-ontariennes en éducation et qui se donnent partiellement en français par le biais de l'éducation distance.

Des cours sur place sont également offerts. Trois cours sont obligatoires. Il s'agit des cours CTL1 Fondements de l'étude des programmes scolaires, SES19 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche quantitative, CTL ou qualitative, CTL136. Il est à noter que les études distance sont ouvertes également à la clientèle étudiante de Toronto. Pour de plus amples détails sur les cours, veuillez consulter les sections Department of Curriculum, Teaching and Learning et Department of Sociology and Equity Studies in Education. Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage ou au département où ils sont inscrits.

### Four tout renseignement concernant les demandes d'admission, veuillez contacter

Roselyne Roy  
Lieu 22, rueloor Ouest, bureau 6-14  
Téléphone 416-923-6641, poste 21  
Télécopieur 416-926-4714  
Courriel [rroy@oise.utoronto.ca](mailto:rroy@oise.utoronto.ca)

## Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of 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 faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the Education Commons Library and in the Women's Educational Resource Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include AEC116, AEC123 and AEC312; CTL111, CTL114, CTL433; SES191, SES193, SES194, SES2912 and SES2914; TPS143, TPS141, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS341 and TPS329.

### Further information is available from:

Pat Doherty at CWSE

Telephone 416-923-6641 ext. 224

E-mail [pdoherty@oise.utoronto.ca](mailto:pdoherty@oise.utoronto.ca)

Website [www.oise.utoronto.ca/cwse](http://www.oise.utoronto.ca/cwse)

Angela Miles, Head of CWSE

Telephone 416-923-6641 ext. 2344

E-mail [amiles@oise.utoronto.ca](mailto:amiles@oise.utoronto.ca)

## Linguistic and Cultural Diversity and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: Cummins, D., Lin-Laioie, Labrie and T. Goldstein CTL M. Miller SESE.

## Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in work place, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Work Place Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 Education and Work in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include M. Lai en, . Mirchandani, S. Mo ab, R. g and . uarter AECP S. Ac er, . langer, . Dehli, . Sefa Dei, Margrit Eichler, R. . Folsom, D. Livingstone, P. Olson, P. Sawchu , W. Seccombe, . . Wane and T. oric SESE

**Further information is available from**

Peter Sawchu SESE  
Telephone 416-923-6641 ext. 2294  
Fax 416-926-47 1  
E-mail psawchu @oise.utoronto.ca  
O  
ac uarter AECP  
Telephone 416-923-6641 ext. 2 76  
E-mail quarter@oise.utoronto.ca

## The ature and evelopment of iteracy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thin ing and the forms of social action that literacy ma es possible, and that ma e literacy possible, in school and societal settings.

Research interests pursued within this area include literacy, language and learning literacy and the structure of competence literacy and knowledge-building literacy and political formations the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts assessment of literacy the social contexts of adult literacy culture, context, and second-language learning literature and literacy literate computer environments literacy and gender social literacies the sociocultural organi ation of literacy events and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include E. Antone, . ac son and D. Schugurens y AECP . Allen, D. ooth, L. Cameron, A. Cumming, . Cummins, M. ooy, . Labrie, . Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas CTL C. ereiter, E. eeva, and D.M. Willows DAP . langer and M. eller SESE .

**Further information is available from**

. ac son AECP , A. Cumming CTL or E. eeva DAP and M. eller TPS .

## Transformative earning

The Transformative Learning interdepartmental research area involves faculty and students from departments who are ta ing an interdisciplinary approach to global ecological and social issues as they relate to education. n both master s and doctoral programs students can speciali e in global issues while also registered in one of the following departments

**Adult Education and ounseling, Psychology Curriculum Teaching and earning, Sociology and Equity Studies in Education Theory and Policy Studies in Education**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. t integrates such areas as ecology, peace studies, anti-racist education, social ustice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have lin s with the nternational nstitute for lobal Education, the Faculty of Environmental Studies at or niversity, the icaraguan nstitute of Popular Education and Research ES , the lobal Education Pro ect of the Ontario Teachers Federation, and a variety of community-based organi ations.

Faculty involved in the Transformative Learning research area include . urstow, A. oodman, A.R. Miles, S. Mo ab, R. g, . uarter and . Sumner AECP . Miller, and R. . Simon CTL . Sefa Dei, M. Eichler, D. Livingstone, . . Wane SESE and M. oler TPS .

Courses which focus on the Transformative Learning research area include AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119 CTL111 , CTL12 7, SES19 , SES19 3, SES19 9, SES192 , SES1921, SES1922, SES1924, and SES2914 TPS14 , TPS142 , TPS1422, TPS1428, TPS1429, TPS1436, TPS1447, TPS4323, and TPS3428

## Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE 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 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 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 181.

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: Asell Dean, A. Hurstow, A. Cole, A. Goodman, J. Jackson, M. Lai, A.R. Miles, S. Mirchandani, S. Moab, J. Mundy, R. Ng, J. Piran, L. Stermac and M.S. Schneider (AECPP). See also: L. Cameron, J. Gallagher, D. Gryn-La Voie, T. Goldstein, M. Kieswandt, S. Peterson, E. Smyth and J. Sykes (CTL). See also: S. Acers, J. Dehli, R. Folson, M. Eichler, J. Seearnes, J. Lensky, S. Racine, D.A. Trotter and J. Wane (SESE). See also: M. Collier, D. Boyd, M. Ford, R. Oshee, J.L. Magnusson, C. Morgan and L. Muir (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) Website.

### Further information is available from:

Pat Doherty at CWSE  
Telephone 416-923-6641 ext. 224

E-mail [pdoherty@oise.utoronto.ca](mailto:pdoherty@oise.utoronto.ca)  
Website [www1.oise.utoronto.ca/cwse](http://www1.oise.utoronto.ca/cwse)

**O**  
Angela Miles, Head of CWSE  
Telephone 416-923-6641 ext. 2344  
E-mail [amiles@oise.utoronto.ca](mailto:amiles@oise.utoronto.ca)

# Research and Field Activities

The research and development program of OISE fosters improvement in Ontario education and complements the academic programs of its departments. OISE's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE or by the sponsoring agency, or appear in journals produced by OISE. *Curriculum Inquiry, OISE, Resources for Feminist Research.*

*Documentation sur la recherche féministe*, in international journals or in other publications. Research Reports can be found in the Education Commons Library.

## Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

### Centre for Applied Indigenous Science (CAIS)

Head: Michel Ferrari  
 Department: DAP  
 Location: 220loor Street West, Room 9-132  
 Telephone: 416-923-6641 ext. 2 66

Through a number of research and development projects, the CAIS explores cognitive structures and cognitive processes in a variety of content domains. CAIS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CAIS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related

research programs, including the National Centre of Excellence Program on Telelearning, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

### Centre for Franco Ontarian Studies (CFOS)

Head: Diane Farmer  
 Department: SESE  
 Location: 220loor Street West, Room 6-1 4  
 Telephone: 416-923-6641 ext. 312  
 Fax: 416-926-4714  
 E-mail: dfarmer@oise.utoronto.ca  
 Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-faceted 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)

Directrice Diane Farmer  
 Département SESE  
 Téléphone 416-923-6641 poste 312  
 Télécopieur 416-926-4714  
 Courriel électronique [dfarmer@oise.utoronto.ca](mailto:dfarmer@oise.utoronto.ca)  
 Lieu 22 rueloor Ouest, 6-14  
 Site internet [www.oise.utoronto.ca/CREFO/](http://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 différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux réalités plurilingues, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, l'alphabétisme des adultes et la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

## Centre for Integrative Anti-Racism Studies (CIARS)

Head Roxana G  
 Department SESE  
 Location 22loor Street West, Room 12-272  
 Telephone 416-923-6641 ext. 2233  
 E-mail [ciars@oise.utoronto.ca](mailto:ciars@oise.utoronto.ca)

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS view, education is defined as those processes that influence and

contribute to how individuals and their communities come to know the world and act within it. CIARS faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

## Centre for Media and Culture in Education (CMCE)

Head Roger Simon  
 Coordinator Diana Thorne  
 Department SESE  
 Location Room 12-216  
 Telephone 416-923-6641 ext 227  
 Website [fcis.oise.utoronto.ca/cmce](http://fcis.oise.utoronto.ca/cmce)

Through critical inquiry and debate the Centre sees to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their negative effects? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at

CIARS faculty and instructors affiliated with CMCE include Ari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

## Centre for Studies in Science, Mathematics and Technology Education

Head Erminia Pedretti  
Department CTL  
Location 222loor Street West, Room 11-2  
Telephone 416-923-6641 ext. 263  
E-mail [epedretti@oise.utoronto.ca](mailto:epedretti@oise.utoronto.ca)  
Website [smt.oise.utoronto.ca](http://smt.oise.utoronto.ca)

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The Centre for Studies in Science, Mathematics and Technology Education was established in 1999 in the Department of Curriculum, Teaching and Learning. Our mission is to have immediate and significant impact on science, mathematics and technology education with a focus on equity and diversity issues in Ontario, Canada and internationally. As a group of scholars and practitioners, we are committed to public literacy and education that meets the needs and interests of all students. The Centre provides a stimulating research community that honours theory and practice by engaging in collaborative research and curriculum development offering enriched graduate, pre-service and in-service programs fostering outreach with the wider community and disseminating best practices, resources, curricula and research findings.

In furthering our commitment to mathematics and technology education, the Centre has undertaken a major publishing function including publication of the *Canadian Journal of Science, Mathematics and Technology Education*.

## Centre for the Study of Education and Work (CSEW)

Head Peter Sawchu  
Coordinator D Arcy Martin  
Department SESE  
Location 222loor Street West, Room 12-23  
Telephone 416-923-6641 ext. 273  
E-mail [dlivingstone@oise.utoronto.ca](mailto:dlivingstone@oise.utoronto.ca)

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 181.

## Centre for Teacher Development

Head Jac Miller  
Department CTL  
Location 222loor Street West, Room 11-12  
Telephone 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring teachers lives and careers professional and teacher knowledge holistic approaches to teaching and teacher development socially constructed learning improving classroom practice equity and gender issues women in education and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research arts-based inquiry and other traditions of qualitative and quantitative research.

## The Centre for Urban Schooling

Academic Director Kathleen Gallagher  
Executive Director Jeff Uglar  
Department CTL  
Location 222loor Street West, Room 11-112  
Telephone 416-923-6641 ext. 284  
Website [www.cus.oise.utoronto.ca](http://www.cus.oise.utoronto.ca)

The Centre for Urban Schooling is a new Centre in the Department of Curriculum Teaching and Learning. The Centre has its focus on supporting inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in the inner City must be guided by a social justice and equity seeing perspective.

The Centre is currently involved in a number of partnerships with school boards such as The Inner City Model Schools initiative of the Toronto District School Board TDSB. In 2007 there will also be an Urban Education M.Ed. cohort jointly sponsored by SESE, CTL, and TPS.

## Centre for Women's Studies In Education (CWSE)

Head: Angela Miles  
 Location: 22loor Street West, Room 2-22  
 Telephone: 416-923-6641 ext. 2344  
 E-mail: amiles@oise.utoronto.ca  
 Website: [www.oise.utoronto.ca/cwse](http://www.oise.utoronto.ca/cwse)

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international human rights institute, Women's Human Rights Building a Peaceful World in an Era of Globalization. Recent and current projects include the Women's Educational Resource Collection, the periodical *Resources for Feminist Research*, *Documentation sur la recherche féministe*, English-Language Education Expert Panel of the Ontario Government's Domestic Violence Action Plan, Anti-Globalization and the Global Feminist Movement, Women and Non-Traditional Skilled Trades, Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 1 - 18, Canadian Women's History, Sexual Harassment Resources for Elementary Schools, A Feminist Critique of Schooling, Redesigning Professional Education for Gender Equitable Schooling, Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training Packages on Violence for Elementary Teachers, Achieving Curriculum Consistency, The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Rita Arrow Distinguished Visitorship in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside, and brown-bag seminars feature visiting scholars, students and researchers working in progress. The Centre's annual newsletter provides information about activities of interest within and outside.

A complete list of feminist courses is available from the Centre Website, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education page 18 and Women's Studies/Feminist Studies page 18 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 12.

## Comparative International and Development Education Centre (CIDEC)

Director: Karen Mundy  
 Department: AECF  
 Location: 22loor Street West, Room 7-19  
 Telephone: 416-923-6641, ext. 2344  
 E-mail: kide@oise.utoronto.ca  
 Website: [kide.oise.utoronto.ca](http://kide.oise.utoronto.ca)

Academic coordination of the interdepartmental CIDEC Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECF department. The centre is staffed by an administrative officer and boasts a state-of-the-art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

## The Laidlaw Child Development Centre (LDC)

Director: Wang Lee  
 Department: DAP  
 Location: 4 Walmer Road CS  
 Telephone: 416-934-4977  
 Website: [www.oise.utoronto.ca/ics/](http://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.

## Institute for Knowledge Innovation and Technology (I<sup>2</sup>IT)

Head Marlene Scardamalia  
 Department CTL  
 Location 9-13  
 Telephone 416-923-6641 ext 2264  
 Website [www.ikit.org](http://www.ikit.org)

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. I<sup>2</sup>IT conducts research, develops technology, and helps build communities to advance beyond best practice in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, I<sup>2</sup>IT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in I<sup>2</sup>IT's worldwide Knowledge Society network.

### Modern Language Centre

Head Alister Cumming  
 Administrative Assistant Michelle Pon  
 Department CTL  
 Location 222loor Street West, Room 1-244  
 Telephone 416-923-6641 ext. 262  
 Website [www.oise.utoronto.ca/MLC/](http://www.oise.utoronto.ca/MLC/)

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in language learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the Education Commons.

### Transformative Learning Centre (TLC)

Head Anne Goodman  
 Department AECPC  
 Location 222loor Street West, Room 7-119  
 Telephone 416-923-6641 Ext. 23  
 E-mail [tlcentre@oise.utoronto.ca](mailto:tlcentre@oise.utoronto.ca)  
 Website [www.tlcentre.org](http://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 sees 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. Ball 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 participation in specific national and international policy networks requiring membership from a joint community-university base to provide opportunities for student research and involvement in community-based settings both locally and internationally

## Field Development Activities

The purpose of these field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of this field development effort. However, as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

## Field Centres

The following is a brief description of the two Field Centres.

### Wayne Seller

Coordinator, Technology-Mediated and Off-Campus Programs

Thunder Bay Northwestern Centre

Telephone ☎ 7-47 -811

Fax ☎ 7-47 -8149

E-mail [wseller@oise.utoronto.ca](mailto:wseller@oise.utoronto.ca)

Website [www.oise.utoronto.ca/field-centres](http://www.oise.utoronto.ca/field-centres)

### Northwestern Centre

Northwoods Foods R.P.O., Box 227

Thunder Bay, Ontario P7E 6P2

Head Wayne Seller

Contact Margaret Perry

Telephone ☎ 7-47 -811

Fax ☎ 7-47 -8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the LaSalle 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 N9G 6G6

Head John Ross

Contact Carolyn Rioux

Telephone 7-742-9773 ext. 2293

Fax 7-742-1144

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

# Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Government 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 in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

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

M.Ed. students registered in Option 1 are exempt from the above requirement.

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

**Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.**

**NOTE:** If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

## Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the Degree Fee.

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

## Calculation of Fees

At the time of publication of this *Bulletin* the fees schedule for 2017/18 is not available. In the 2016/17 academic year, the **one year full time** Academic Fee was as follows:

### Canadian Citizens and Permanent Residents

M.A. Ph.D.	6,661.
M.Ed., M.A. T., M.T.	7,161.
M.A. Child Study and Education	7,161.
Ed.D.	6,619.

### International Students

M.A. Ph.D.	12,661.
M.Ed., M.A. T., M.T., M.A. CSE	16,161.
Ed.D.	16,161.

For planning purposes, the calculation of fees applicable to each program is as follows:

**NOTE:** In addition to Academic Fees, students are also required to pay Incidental Fees.

## EdN Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

**NOTE:** Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

## MA and MN 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.

**Flexible to sixteen half course program**

the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

**EdN 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.

**FhN Degree candidates**

The full-time fee is charged each year throughout the program, except for students in the flexible-time Ph.D. program, who will pay the part-time fee during their years of part-time registration.

**Fees for Final Year Doctoral Students**

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and including the month in which the final thesis including corrections required by the final oral examination committee is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

**NOTE:** Flexible-time Ph.D. students are not eligible for the pro-rated fee.

**Summer Students**

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

**Special Students**

**Full time Special Students** pay annually the one-year full-time Academic Fee plus incidental Fees.

**Part time Special Students** pay the Academic Fee for each half-course, plus incidental Fees. In the 2016/2017 academic year the Academic Fee for a half-course was \$1,290. International Students, \$2,200.

**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 31,000.

**The University Health Insurance Plan** (UHIP) is a compulsory non-Academic Fee for international students. In the 2016/2017 the cost for twelve months was \$634 for a single student, \$1,632 for a family of two, and \$2,676 for a family of three or more.

**Further information is available from:**

The UHIP Office  
Telephone 416-978-2929  
Website [www.uhip.ca](http://www.uhip.ca)

**Late Payment Fees**

A late payment fee of \$44 plus \$1 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 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 2016/2017 academic year the minimum charge was \$100.

**Service Charges**

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 1. In the 2016/2017 academic year the service charge was 1% per month, compounded.

**Fees/Convocation**

Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., see Outstanding Fees and

Other university Obligations, below . At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

### **Outstanding Hees and Other University Obligations**

The following academic sanctions will be imposed on students who have outstanding financial obligations to 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 and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.



# Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at [www.utoronto.ca/student-services](http://www.utoronto.ca/student-services). In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 4 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2016/2017 academic year.

## Graduate Assistantships

To support programs of full-time graduate study, the University offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remunerated for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. The University 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 a 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 the University are represented by the Canadian Union of Public Employees, Local 397, 220loor Street West, Room 114, Telephone 416-926-4726.

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 2016 to April 2017, a Graduate Assistantship had a value of \$1,260 plus 4 vacation pay. The value of the assistantship is determined each year.

Applicants to those programs supported by the Guaranteed Minimum Funding need not apply for a Graduate Assistantship. Students receiving the Guaranteed Funding will be offered a Graduate Assistantship upon admission and in each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available from [www.oise.utoronto.ca/student-services/financialinfo/gradasst.php](http://www.oise.utoronto.ca/student-services/financialinfo/gradasst.php)

Applicants to a non-guaranteed funded degree program and students continuing in a non-guaranteed funded degree program must submit two copies of their completed Graduate Assistantship application to the Student Services Office, 4th floor, by December 1, 2017.

## Graduate Student Guaranteed Funding Package

The University will provide a funding package to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the Ph.D. program (excluding the Flexible-time Ph.D.).

The funding package valued at \$13,000 plus the cost of tuition and incidental fees, and in the case of international students, single coverage University Health Insurance Plan, and is guaranteed subject to the conditions of the Funding Package. This Funding Package will be comprised of external scholarship, funding grant and/or employment.

It is the student's responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Guaranteed Funding Package. Complete details regarding these conditions and procedures can be found on the Student Services website at [www.oise.utoronto.ca/student-services/financialinfo/minfund.php](http://www.oise.utoronto.ca/student-services/financialinfo/minfund.php)

**NOTE:** Students in years one and two of the M.A. in the School and Clinical Child Psychology (SCCP) program in the Department of Human Development and Applied Psychology may receive guaranteed funding for both years of the M.A., but are then eligible for guaranteed funding in years one to three only of their Ph.D. programs.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships as eligible simultaneously with their applications. Please refer to the section below for further details on these awards.

### Scholarship for Aboriginal Students

The scholarship, with a value of \$12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates include, but are not limited to, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

**Application forms are available from**  
[www.oise.utoronto.ca/student-services](http://www.oise.utoronto.ca/student-services)

from the Student Services Office  
2200 Street West, 8th floor, Room 222  
Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 777  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)  
Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

### Margaret Ingham Scholarship

The Ontario Institute for Studies in Education now established the Margaret Ingham Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the workforce for a number of years. The fellowship has a value equivalent to the annual income to a maximum of \$5,000. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

**Application forms are available from**

Student Services Office  
2200 Street West, 8th floor, Room 222  
Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 777  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)  
Application deadline is January 1. An outline of the applicant's financial position must be included.

### Netanyahu Memorial Fellowship

The fellowship, with a value of \$5,000, is to be awarded to an applicant who resides in Canada, and is 22 years of age or older, holds a bachelor's degree from an accredited university and acceptable under OISE's admission policy was in full-time paid employment for at least two continuous years prior to enrolment at OISE and is in need of financial assistance.

**Application forms are available from**

Student Services, 8th floor,  
2200 Street West, Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 777  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)

### Wilfred Russees Fellowship

The Wilfred Russees Fellowship was established in honour of Wilfred Russees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of \$1,000 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Russees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,000-word essay on the thesis. The thesis is available from both the Education Commons and the University of T. Roberts Library.

The essay must be submitted by February 28 to  
Mary MacDonell

Student Services Office  
2200 Street West, 8th floor, Room 222  
Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 777  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Russees'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**

Student Services Office  
2200 Street West, 8th floor, Room 222  
Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 777  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)  
Application deadline is January 31. An outline of the applicant's financial position must be included.

### Christopher Fairer Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education now 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:

Student Services Office  
222loor Street West, 2h floor, Room 222  
Toronto, Ontario M5S 1A6  
Telephone 416-923-6641 ext. 2227  
Fax 416-926-4766  
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 .

### 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 1971 to 1989. Two bursaries of \$1000 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 Jidd Award

The fund is designed to provide small grants normally less than \$1000 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 Jidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the O.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to report back on the conference to the O.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program.

Interested students should submit a one page proposal by October 1 or February 1 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

### Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 4 Walmer Road to the university. This residence is now the home of the Institute of Child Study. The fund is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

## Robert Seth Jingsley Graduate Student Hello ships

The following two awards were established in memory of Robert Seth Jingsley who was a student in the Institute of Child Study Laboratory School. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study, 4 Walmer Road, Toronto, Ontario M 6R 2 2.

### Robert Seth Jingsley Entrance Award • A in Child Study, Education

This entrance award is a minimum of \$1,000 and is available for one or two excellent applicants to the MA program in Child Study Education. Please indicate your special education interests in your Letter of Intent when applying to the program. Consideration for this award will be on financial need, as well as, a strong interest in special education. For purposes of financial need assessment, please indicate if you will be receiving OSAP.

### Robert Seth Jingsley Graduate Student Hello ships

A minimum of \$1,000 is to be awarded to one or two students in the M.A program in Child Study and Education or the M.A./M.Ed program in Developmental Psychology and Education. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice.

## Leighton McCarthy Scholarship

Leighton A. McLeod, a professor of education at the University of Toronto for over 20 years, established a scholarship with an award or awards to total \$1,000 per year. The purpose of the award is to give support to students in graduate studies in education at the University of Toronto. Specifically, the support is for assisting graduate students in education who are

- Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
- Studying the cultural context of a school community or educational communities examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following clarity of the intent and focus coherence of

the proposal relevance and applicability originality and creativity contribution to the state of knowledge and practice evidence of theoretical content and analysis and feasibility.

### Application forms are available from

Student Services Office  
2200 Bloor Street West, 4th floor, Room 422  
Toronto, Ontario M 6S 1 6  
Telephone 416-923-6641 ext. 317  
Fax 416-926-4766  
E-mail stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, by March 1.

## Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives \$1,000 per session. Awards are for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of \$1,000 in 2006/2007.

Application forms are available from

[osap.gov.on.ca](http://osap.gov.on.ca)

- 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 on the Student Services Website [www.utoronto.ca/student-services](http://www.utoronto.ca/student-services) in early Fall.
- 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 180 Red River Road, 4th floor P.O. Box 4, Station P Thunder Bay, Ontario P7 6 9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities, usually mid-October.

## Social Sciences and Humanities Research Council of Canada Doctoral Hello ships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of \$20,000 in 2006/2007. Scholarships of \$30,000 are also available to students with high academic merit.

**Application forms are available at [www.sshrc.ca](http://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 on the Student Services Website [www.oise.utoronto.ca/studentsservices](http://www.oise.utoronto.ca/studentsservices) in early Fall.
- b For prospective full-time students, applications must be posted on or before November 1 for the following academic year, and must be submitted directly to the Council.

**Ontario English Catholic Teachers Association (OECTA) Scholarships and Fellowships up to \$10,000**

The Ontario English Catholic Teachers Association offers three scholarships for graduate study up to amounts of \$10,000 each. It also offers 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**

Ontario English Catholic Teachers Association (OECTA)  
6 St. Clair Avenue East  
Toronto, Ontario M4T 2E8

Applications must be submitted by April 1.

**The William F. O'Brien Fellowships**

Two Awards - \$10,000 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 the Council. 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**

Student Services Office  
222loor Street West, 8th floor, Room 822  
Toronto, Ontario M5S 1G6  
Telephone 416-923-6641 ext. 817  
Fax 416-926-4766  
E-mail [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)

Application deadline is March 1.

**Ontario Secondary School Teachers Federation (OSSTF) Scholarships and Awards**

These awards, totalling 26,900 include the Eric Robb Memorial Scholarships for Educational Research, the Dr. S. J. Robinson Travelling Fellowship, the S. J. 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**

Ev Tindall  
Scholarship Committee  
Ontario Secondary School Teachers Federation  
6 Mobile Drive  
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

**Bursary**

The bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and names of applicants are processed regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website [www.oise.utoronto.ca/studentsservices](http://www.oise.utoronto.ca/studentsservices)

**Emergency Student Loans**

The University has a small short term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 822.

**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 nature. Applications are available in Student Services, 8th Floor, Rm 822 or may be downloaded from the Student Services Website

[www.oise.utoronto.ca/studentsservices](http://www.oise.utoronto.ca/studentsservices)

# Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at and at the University of Toronto. All students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *Intuit*. It describes the Career Centre, art 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 Graduate Students Union (GSU). Copies of the handbook are given to all students at orientation in September.

## Student Services and Facilities

### Alumni Association

For information about the Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

**Contact:** Office of Development and Alumni Affairs  
**Location:** 222loor Street West, Room 12-11  
**Telephone:** 416-923-6641 ext. 2234

### Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the community. At the main campus and through field operations, in person and through electronic means, the Education Commons see s to provide one-stop-shopping for knowledge services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of activity.

Students will have access to

- A specialized collection in the field of education including

  - Extensive reference materials

  - Over two thousand journal titles in the library and over 14, electronically-available journal titles

  - Complete microfiche holdings of the ERIC document as well as online access to 1993 documents in full text

  - Materials on teaching the theory and methodology of curriculum from preschool through adult levels

  - School board curriculum materials, textbooks and content resources used in Ontario schools
  - A representative collection of children's literature
  - A varied and extensive collection of computer software, videotapes, and other multimedia materials
  - A collection of over 9. million items plus over million microforms located in the numerous libraries of the University of Toronto Library System
  - A wide range of internet resources including remote library catalogues
  - Reference assistance in accessing information on courses and research assignments
  - Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the internet
  - A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
  - Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
  - A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
  - Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at can be obtained from the Websites listed below

### Education Commons

**Telephone:** 416-923-6641 ext. 2763  
**Website:** [www.oise.utoronto.ca/ec](http://www.oise.utoronto.ca/ec)

### Library

**Telephones:**  
Circulation Des 416-926-4719  
Reference Des 416-926-4718  
**Website:** [www.oise.utoronto.ca/ec/library](http://www.oise.utoronto.ca/ec/library)

### Graduate Students Association

The Graduate Students Association (SA) of is the official graduate student government at and is affiliated with the Graduate Students Union of the university. All graduate students are members of the SA. It is an advocacy group which lobbies on

behalf of students in any and all social, cultural, and political events of interest to students. The SA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE.

**Location:** 221loor Street West, Room 211  
**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 in 1998, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE promotes Aboriginal education, advances research on Aboriginal issues in relation to education, and supports the development of Aboriginal curriculum at all levels of education. The IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

**Contact:** Jean-Paul Restoule  
**Location:** 221loor Street West, Room 7-191  
**Telephone:** 416-923-6641 ext. 2285  
**E mail:** ien@oise.utoronto.ca  
**Website:** www.oise.utoronto.ca/depts/aecp/ien.php

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)

The International Students Association (ISA) arranges buddies for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students' interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the OISE General Council.

**Location:** 221loor Street West, Room 2117  
**Telephone:** 416-926-4733  
**E mail:** isa@oise.utoronto.ca

## Childspace Daycare

Childspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. Childspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 11/2. 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. Childspace is open Monday to Friday from 8 a.m. to 6 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:** 221loor Street West, first floor  
**Telephone:** 416-926-47 2  
**Hours:** 416-926-472  
**E mail:** rra\_off@oise.utoronto.ca

## Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

**Director:** Louise Cowin  
**Location:** 221loor Street West, Room 222  
**Telephone:** 416-923-6641 ext. 217  
**Hours:** 416-926-47 6  
**E mail:** stuserv@oise.utoronto.ca  
**Website:** www.oise.utoronto.ca/studentsservices

## University of Toronto Student Services and Facilities

### Aboriginal Student Services and Programs First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at the University of Toronto 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  
63 Spadina Avenue, Third Floor  
Toronto, Ontario M5S 2T7  
**Telephone:** 416-978-8227  
**Hours:** 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 2017/18, excluding tuition.

Accommodation	7,2
Books/Supplies	1,6
Clothing	1,6
Food	3,6
Health insurance (International students)	6,4
Local transportation	1,2
Miscellaneous	3,6
<b>TOTAL</b>	<b>\$18,134</b>

### Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

**Location:** 21 Sussex Avenue, Room 217  
**Telephone:** 416-978-1219  
**Hours:** 416-971-2289  
**Website:** www.antiracism.utoronto.ca

### Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

**Location:** Offler Student Services Centre  
214 College Street  
Toronto, Ontario M5T 2G9  
**Telephone:** 416-978-8888  
**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:** 416-978-1488  
**Hours:** 416-946-8296  
**Website:** www.communitysafety.utoronto.ca

### Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (e.g. 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  
13 St. George Street  
Toronto, Ontario M5S 1A5  
**Telephone:** 416-978-8866 (voice)  
**TNNN:** 416-978-1912  
**Hours:** 416-978-8246  
**E mail:** disability.services@utoronto.ca  
**Website:** disability.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** offer Student Services Centre  
214 College Street, main floor  
Toronto, Ontario M5T 2G9  
**Telephone** 416-978-9191  
**Hours** 416-946-4666  
**E mail** family.care@utoronto.ca  
**Website** www.familycare.utoronto.ca/fmcmain.htm

## Harthouse

At Harthouse, 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 Harthouse. For many students, Harthouse is a home away from home. As a student, you're automatically a member. Within Harthouse are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Harthouse 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. Harthouse also offers use of a beautiful farm north of the city on the Niagara Escarpment.

**Location** 7 Harthouse Circle  
**Telephone** 416-978-2422  
**Website** www.harthouse.utoronto.ca

## Health Services

Health Service offers a wide range of services for all 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, OBP, 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 (HIP) is compulsory for international students. Please contact <[www.library.utoronto.ca/isc/](http://www.library.utoronto.ca/isc/)> for more information.

**Location** offer Student Services Centre  
214 College Street  
**Telephone** 416-978-9193  
**E mail** health.services@utoronto.ca  
**Website** www.utoronto.ca/health

## Housing

The University of Toronto Housing Service in the offer 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** offer Student Services Centre  
214 College Street, 2nd floor  
Toronto, Ontario M5T 2G9  
**Telephone** 416-978-9194  
**Hours** 416-978-1616  
**E mail** housing.service@utoronto.ca  
**Website** eir.library.utoronto.ca/Student housing/

## 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** 416-978-2264  
**E mail** isc.information@utoronto.ca  
**Website** www.isc.utoronto.ca

## Equality, 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,

## Student Services and Facilities

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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 heterosexuals.

**Location.** Offer Student Services Centre  
214 College Street, Room 32  
**Telephone.** 416-946-624  
**Hours.** 416-971-237  
**E mail.** [lgbtq.resources@utoronto.ca](mailto:lgbtq.resources@utoronto.ca)  
**Website.** [www.lgbtq.utoronto.ca/](http://www.lgbtq.utoronto.ca/)

## Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the university's Policies and Procedures Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

**Location.** 4 Sussex Avenue, 3rd floor  
**Telephone.** 416-971-3939  
**Hours.** 416-971-2289  
**Website.** [www.utoronto.ca/sho/](http://www.utoronto.ca/sho/)

## Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the university and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the university community—students, staff and faculty. This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

**Location.** Office of the President, Simcoe Hall  
Room 19, 27 King's College Circle  
**Telephone.** 416-971-2196  
**Hours.** 416-971-229  
**E mail.** [status.women@utoronto.ca](mailto:status.women@utoronto.ca)  
**Website.** [status-women.utoronto.ca](http://status-women.utoronto.ca)

# Policies and Regulations

**NOTE:** Students should consult the 2017/2018 *School of Graduate Studies Calendar* when it becomes available, or visit the Website <[www.sgs.utoronto.ca](http://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.

- Code of Behaviour on Academic Matters which includes offences such as plagiarism
- Code of Student Conduct
- Intellectual Property
- Research Ethics

## Grading Practices

The Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies SSS grading system, and has the following features

### AN Evaluation Procedures

- 1 As early as possible in each course, and no later than the final date to enroll in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.
- 2 After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.
- 3 Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.
- 4 The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

- 6 Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the department, the student may make an appeal through the School of Graduate Studies, Graduate Academic Appeals Board.

Any student whose work is judged to be unsatisfactory by the Board may be required to withdraw at any time.

### BN Conditions for Final Standing

- 1 The grading system has a primary classification of **A**, **B**, and **H**, which have the following meanings:
  - A** original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
  - B** good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
  - H** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
- 2 The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **A+** and **A-** to signify a grading within each class from high to low, and will assign a letter grade of **A**, **A+**, **A-**, **B**, **B+**, **B-**, or **F**.
- 3 A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at the University. Such courses must have the prior approval of the Department and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

**I - Incomplete.** Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). **I** carries no credit for the course and is not considered for averaging purposes.

**IF In Progress.** Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrollment period. **IF** carries no credit for the course and is not considered for averaging purposes.

**S H 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 S S 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 S S deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **S H** will be replaced by a final report of **C**. **S H** carries no credit for the course and is not considered for averaging purposes.

**T H Program Transfer.** Assigned by the School of Graduate Studies to a continuing research/seminar course begun but not completed in the first program and not required in the new program to which the student has been officially transferred.

**Withdrawal without academic penalty.** Assigned by a graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

**FE exemption.** Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

**OTE.** An incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

## Student Appeals

Should a dispute arise over an academic or procedural matter, and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels

1. The first level involves dialogue with the immediate source of the disagreement typically the instructor in an attempt to resolve the matter.
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate Department Academic Appeals Committee, using the Notice of Appeal Form.

3. If a satisfactory resolution at this level cannot be found, further appeals may be made to the School of Graduate Studies, Graduate Academic Appeals Board no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.
4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Detailed information on the appeals procedures is available from the Registrar's Office, Graduate Studies Registration Unit, or from a department chair, *the School of Graduate Studies Calendar* or from the S S Website <[www.sgs.utoronto.ca](http://www.sgs.utoronto.ca)>.

At any stage, students have the right to appeal to

The Office of the Ombudsperson  
University of Toronto  
222 College Street, Suite 161  
Toronto, Ontario M T 3 1  
Telephone 416-978-4874  
Fax 416-978-3439  
E-mail [ombuds.person@utoronto.ca](mailto:ombuds.person@utoronto.ca)  
Website [www.utoronto.ca/ombudsperson/](http://www.utoronto.ca/ombudsperson/)

## Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to the university including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment. See also page 192.

Statements of results and/or official transcripts of record will not be issued.

Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding and university debts and second, to current fees.

## Official Correspondence with Students

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

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

### Fostal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROS), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

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

### University Rights and Responsibilities Regarding Official Correspondence

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

### Students Rights and Responsibilities Regarding Retrieval of Official Correspondence

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

# Academic Staff

## (as of January 2007)

Please consult individual departmental sections for academic details and interests of staff AECF page 3  
CTL page 63 DAP page 1 SESE page 122  
TPS page 137 .

**A**cker, Sandra, SESE, TPS  
Aitken, John L., CTL  
Alexander, Jacquie, SESE  
Alvi, Sabir A., AECF  
Anderson, Andy, CTL  
Anderson, Stephen, TPS  
Antone, Eileen, AECF  
Arnold, Mary Louise, DAP  
Astington, Janet, W., DAP

**B**ascia, Tina, TPS  
Beattie, Mary, CTL  
Bec, Clive M., CTL  
Bence, John Lawrence, CTL  
Bennett, Arrie, CTL  
Berger, Carl, DAP  
Bickmore, Cathy, CTL, SESE  
Biemiller, Andrew, DAP  
Blom, Daina, DAP  
Bogdan, Deanne, TPS  
Boyer, Megan, TPS  
Booth, David, CTL  
Boyer, Lennox, AECF  
Boyer, Maria Rose, CTL  
Boyer, Arnold, CTL  
Boyer, Dwight R., TPS  
Boyer, Clare, CTL  
Boyer, Cathy, CTL  
Boyer, Ernie, AECF  
Boyer, Annie, AECF

**B**rammer, Linda, CTL  
Campbell, C. Elizabeth, CTL, TPS  
Cassie, Bruce, AECF  
Chambers, Anthony, TPS  
Chen, Charles P., AECF  
Chen-Young, Cathy, CTL  
Childs, Ruth A., DAP  
Churchill, Stacy, CTL  
Cohen, Rina S., CTL  
Cole, Ardra, AECF  
Comay, Julie, DAP  
Conle, Carola, CTL  
Connelly, F. Michael, CTL

Cooper, Mary, CTL  
Corney, Bob, AECF  
Cortner, Carl, DAP  
Crosby, Annie, DAP  
Cumming, Alister, CTL, DAP  
Cummins, James P., CTL

Curroch-Lowry, Vivian, CTL  
Davie, Lynn E., CTL  
Davis, John E., TPS  
De Angelis, Michael, TPS  
Dehli, Arrie, SESE  
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Donahue, Joe, DAP  
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Durand, Christel, DAP

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Esmonde, Indigo, CTL  
Evans, D. Marie, CTL

**F**arrrell, Joseph P., AECF, CTL  
Ferrari, Michel, DAP  
Feuerverger, Grace, CTL  
Flessa, Joseph, TPS  
Flint, Betty, DAP  
Folson, Rose Anna, SESE  
Ford, Maureen, TPS  
Fraser, Don, CTL  
Frenette, Ormandy, CTL  
Fullan, Michael, SESE

**G**agnon, Antoinette, CTL  
Galbraith, Donald, CTL  
Gallagher, Kathleen, CTL  
Gallin, Peter, AECF  
Gardner, David, CTL  
Gardner-Fernandez, Ruben, CTL  
Gardner-LaOie, Diane, CTL  
Gardner, Esther, CTL, DAP  
Gardner, Roy, AECF  
Gardner-Young, Arfield, CTL  
Gardner, Wanda, CTL  
Gardner, Tara, CTL  
Gardner, Anne, AECF  
Gardner, Elly, DAP  
Gardner, Mary Alice, AECF

ach, Denis, TPS  
 Alewood, Cindy, DAP  
 Anna, Ila, CTL  
 Ardacre, Jennifer, DAP  
 Arley, Jirgit, CTL  
 Arvey, Edward, SESE  
 Ayhoe, Ruth E. S., TPS  
 Eller, Monica, SESE  
 Ersen, Russ, DAP  
 Ewitt, James, CTL  
 Ficox, Edward S., TPS  
 Gildyard, Angela, DAP, TPS  
 Godson, Dere, CTL  
 Gong, Uanglei, DAP  
 Hunt, David, AECF  
 Jyman, Avi, TPS  
 Yacson, Nancy S. AECF  
 Yang, Eunice, CTL  
 Zengins, Enny, DAP  
 Jones, Len A., TPS  
 Jordan, Anne, CTL, DAP  
 Oshee, Reva, TPS  
 J. at, Steven, DAP  
 Kelly, Brendan, CTL  
 Keres, Ulie, CTL  
 Kilbourn, Brent S., CTL, TPS  
 Kimel, Judith, DAP  
 Kugler, Ronna, DAP  
 Knowles, Gary, AECF  
 Koo, Mary, CTL  
 Kosni, Clare, CTL  
 Kuchmich, Natalie, CTL  
 Labrie, Ormand, CTL  
 Lai, Marilyn, AECF  
 Lam, Tony C.M., CTL  
 Lancaster, Ron, CTL  
 Lang, Daniel W., TPS  
 Lapin, Sharon, CTL  
 Lawton, Stephen, TPS  
 Lee, Ang, DAP  
 Leithwood, Kenneth A., TPS  
 Lensy, Helen, SESE  
 Lesprance,borah, DAP  
 Levin, Benjamin, TPS  
 Levine, David, TPS  
 Lewis, Marc, DAP  
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 Lin, Nancy, DAP  
 Livingstone, David W., AECF, SESE  
 Lordan, Meredith, TPS  
 Lott, Heather, DAP  
 Mady, Callie, TPS  
 Magnusson, Jamie-Lynn, TPS  
 Maloney, Larry, AECF  
 Marsrpan, Catherine, CTL  
 Martinussen, Rhonda, DAP  
 Mascal, Blair, TPS  
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 McCready, Lance, CTL  
 McDougall, Douglas E., CTL  
 McFritic, Sara, AECF  
 McLean, Leslie D., CTL  
 McLean, Robert S., CTL  
 McLeod, Keith, AECF  
 Messina, Richard, DAP  
 Mietis, Solveiga, AECF, DAP  
 Miles, Angela R., AECF  
 Miller, Jac, CTL  
 Mirchandani, Iran, AECF  
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 Moab, Shahr Ad, AECF  
 Moodley, Roy, AECF  
 Morgan, Cecilia, TPS  
 Morgan, Robert, CTL  
 Morley, Eliabeth, DAP  
 Moss, Joan, DAP  
 Mundy, Karen, AECF  
 Murray, Sarah, DAP  
 Musella, Donald F., TPS  
 Musselman, Carol, DAP  
 Mumdar, Prita, DAP  
 Murnin, Linda, TPS  
 Nagy, Philip, CTL  
 Neilson, Alison, TPS  
 Ng, Roxana, AECF, SESE, TPS  
 Nieswandt, Martina, CTL  
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 Niyonov, Sarfaro, CTL  
 Oatley, Keith, DAP  
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 Olson, David R., DAP  
 O'Sullivan, Edmund, AECF  
 Fadro, Susan, TPS  
 Pascal, Charles, TPS  
 Pedretti, Erminia, CTL  
 Peebles, Benjamin, DAP  
 Pelletier, Anette, DAP  
 Perlman, Michal, DAP  
 Pesin, Joan, DAP  
 Peterson-Adali, Michele, DAP  
 Pierson, Ruth Roach, SESE, TPS  
 Piran, Iva, AECF  
 Portelli, John, TPS  
 Prentice, Alison, TPS  
 Prichard, Robert S., TPS  
 Quarter, Jac, AECF, SESE  
 Randall, A., DAP  
 Raun, Krista, DAP  
 Rac, Sherene, SESE

## Academic Staff (as of January 2007)

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Rolheiser, Carol, CTL  
Rose, Leslie, CTL  
Ross, John A., CTL  
Rusak, Stephen T., TPS  
Ryan, James J., TPS

Sa, Creso, TPS  
Sandwell, Ruth, TPS  
Sawchuk, Peter, SESE  
Scardamalia, Marlene, CTL, DAP  
Scarfo, Eric, CTL  
Schneider, Margaret S., AECP  
Schugurensky, Daniel, AECP  
Schwenger, Suzanne, DAP  
Scott, Atrina, DAP  
Sefa Dei, George J., SESE  
Seller, Wayne, CTL, TPS  
Shackel, Denis, DAP  
Shaw, Robin, DAP  
Shore, Lesley, CTL  
Silver, Judith A., AECP  
Sillers, Ronald, CTL  
Simon, Roger J., CTL, SESE  
Soloni, Michael L., TPS  
Slotka, Jim, CTL  
Smith, Dorothy E., SESE  
Smith, Renee, DAP  
Smyth, Elizabeth M., CTL, TPS  
Spada, Tina, CTL  
Stagg Peterson, Shelley, CTL  
Stanovich, Keith E., CTL, DAP  
Stephenson, Carol, DAP  
Stermac, Lana, AECP  
Stevens, R., DAP  
Stewart Rose, Leslie, CTL  
Stiegelbauer, Suzanne, CTL  
Sumner, Jennifer, AECP  
Swain, Merrill J., CTL  
Sykes, Heather, CTL

Tan-Willman, Conchita, DAP  
Tannock, Rosemary, DAP  
Thiessen, Dennis, CTL  
Thomas, Alan, AECP  
Titchkosky, Tanya, SESE  
Tough, Allen M., AECP  
Townsend, Richard J., TPS  
Traub, Ross E., CTL  
Trifonas, Peter, CTL  
Troper, Arnold M., TPS  
Trotter, D. Alissa, SESE

Uhlpe, Richard, DAP

Uhlstrom, Merlin W., CTL  
Walcott, Rinaldo, SESE  
Wallace, John, CTL

Wane, Joseph Athani, SESE  
Watson, Cicely, TPS  
Watson, Jeanne E., AECP  
Wiener, Judith, DAP  
Weisbroel, CTL  
Wilkinson, Joyce A., CTL  
Willows, Dale M., CTL, DAP  
Wolfe, Elgin, CTL  
Wolfe, Richard J., DAP  
Woodruff, Earl, CTL, DAP  
Yoric, Teresa, SESE  
Zucker, Marvin A., TPS



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