



# **OISE Graduate Studies in Education Bulletin**

**2015-2016**

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## Updates

This is a complete list of updates and changes made to the Bulletin since it was published in April, 2015.

### Program CTL State Change

Program requirements in the Curriculum Teaching and Learning Department's **Teaching Program, Master of Teaching Degree**, were changed to describe an increase to 20 half-courses, from 18 half-courses. Core course requirements/ordering also changed in many instances.

### Program MT State Changed

Program MT was modified in section Curriculum, Teaching and Learning on Aug 14, 2015

Intermediate/Senior teaching subjects prerequisite statement was corrected to: six full courses for the first teaching subject, and three full courses for the second teaching subject.

# About OISE

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 20 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

Standing on the shoulders of one of the world's greatest universities, the



# Administrative Officers (Partial List)

## School of Graduate Studies

**Locke Rowe, PhD**  
Dean

**Luc De Nil, PhD**  
Vice-Dean, Students

**Elizabeth Smyth, EdD**  
Decanal Advisor, Graduate Policies

**Don MacMillan, MDE**  
Student Services Director

## OISE

### Dean's Office

**Julia O'Sullivan, PhD**  
Dean

**Jeanne Watson, PhD**  
Associate Dean, Programs

**TBA**  
Associate Dean, Research, International & Innovation

**Ann E. Lopez, PhD**  
Academic Director, Initial Teacher Education

**Creso Sá, PhD**  
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### Endowed Chairs

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The Atkinson Charitable Foundation Chair in Early Childhood  
Development and Education

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

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

**Leesa Wheelahan, PhD**  
The William G. Davis Chair in Community College Leadership

### Canada Research Chairs

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

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

**Katreena Scott, PhD**

**Taleah Clarke**

Liaison Officer, (Last name A-F)

**Linda Pereira**

Liaison Officer, (Last name G-M)

**Ruth Rogers, BA**

Liaison Officer, (Last name N-Z)

### **School-University Partnerships Office (SUPO)**

**Ann Lopez, PhD (Toronto)**

Director (Acting)

**Brian Coulson, MEd (Brock)**

Practicum, Internship, and Field Partnership Coordinator, Elementary

**Elizabeth Coulson, PhD (Western)**

Practicum, Internship, and Field Partnership Development Coordinator,  
Secondary

**Merlin Charles, PhD (Toronto)**

Concurrent Teacher Education Program Partnership Co-coordinator

**John Smith, MEd (Toronto)**

Concurrent Teacher Education Program Partnership Co-coordinator

### **Student Services**

**Sheldon Grabke, PhD (York)**

Director (Acting)

**Jeananne Robertson, MA (UBC)**

Student Success Advisor, Student Services

### **Officers of the University**

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

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Information+Manual/2014-2015/2014.5.01.04.pdf>

# Sessional Dates and Deadlines

### Please note the following:

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

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

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

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

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

[www.governingcouncil.utoronto.ca/policies/religious.htm](http://www.governingcouncil.utoronto.ca/policies/religious.htm)

## 2015

### March 15

Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2015 Winter Session

### March 16 - 20

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

### March 23 - 27

Course selection information will be available beginning this week, for the 2015 Summer Session, 2015 Fall Session and the 2016 Winter Session

### April 1

Final date for Special Students to submit a complete application for admission to the 2015 Summer Session, first term

### April 2

Last day of 2015 Winter Session and full-year lectures

### April 3

Good Friday (University closed)

### April 10

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

### April 13

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

### April 13

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 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2015 Summer Session, first term courses

### April 27

Last day to be enrolled from a wait list into a course that begins in May.

Wait lists will be cancelled at the end of today

### April 29

Deadline for adding 2015 Summer Session courses (May –June & May –August) **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

### April 30

Continuing students should select courses for the 2015 Summer Session, the 2015 Fall Session and the 2016 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date

### May 1

Final date for Special Students to submit a complete application for admission to the 2015 Summer Session, second term

### May 4

Lectures begin for the 2015 Summer Session, first term

### May 8

Grade submission date for 2015 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date

### May 8

Deadline for SDF designation for 2014 Fall Session courses to be changed to a regular grade or a failing grade

### May 8

Registration ends for 2015 Summer Session courses which begin in May

### May 8

Deadline for registration for 2015 Summer Session Independent Study and Research

### May 11

Deadline for adding 2015 Summer Session courses which begin in May

### May 18

Victoria Day (University closed)

### May 29

Deadline for dropping 2015 Summer Session, first term courses, without academic penalty

### June 4

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

### June 12

Last day of 2015 Summer Session, first term lectures

### June 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2015 Summer Session, second term courses

### June 19

Deadline for dropping 2015 Summer Session, May to August courses, without academic penalty

### June 26

Last day to be enrolled from a wait list into a course that begins in July. Wait lists will be cancelled at the end of today

### June 26

Final date for Special Students to submit a complete application for admission to the 2015 Fall Session



*June 29*

Deadline for adding 2015 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

*July 1*

Canada Day (University closed)

*July 6*

Lectures begin for the 2015 Summer Session, second term

*July 10*

Deadline for registration, without late fee, for 2015 Summer Session, second term

*July 14*

Deadline for adding 2015 Summer Session, second term courses

*July 15*

Deadline for master's students to request convocation in the Fall if all degree requirements will be completed in the 2015 Summer Session

*July 17*

Grade submission date for 2015 Summer Session, first term courses.

*December 15*

Deadline for submission of Individual Reading and Research course approval forms for the 2016 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit

*December 23 - January 1*

University closed

## **2016**

*January 11*

Lectures begin for the 2016 Winter Session

*January 15*

Grade submission date for the 2015 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date

*January 15*

Deadline for SDF designation for 2015 Summer Session, first and second term courses to be changed to a regular grade or a failing grade

*January 15*

Deadline for registration for students registering in Winter Session only. After this date a late registration fee will be charged

*January 15*

Final date to submit doctoral theses without fee payment for Winter Session

*January 17*

Deadline for students who hold dual registration for both MA and PhD degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)

*January 17*

Deadline for master's degree students who completed degree requirements in the 2015 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 final oral examinations for EdD and PhD degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, at least ten working weeks before this date, taking into account the intervening Christmas holiday

*January 20*

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

*January 25*

Deadline for adding 2016 Winter Session courses

*February 15*

Family Day (University closed)

*March 1*

Deadline for withdrawing from the 2016 Winter Session and full-year courses without academic penalty

*March 14 - 18*

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

*March 15*

# General Information

This *Bulletin* is not a legal document for Policy and Regulation Information, please see the School of Graduate Studies Calendar for specific information where necessary –except where variances specific to OISE are noted in this *Bulletin*.

## Applications/Admissions

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

## Changes to Fees

At time of publication, the 2015-16 fees schedule has not yet been established; the amounts quoted in the Fees section, are from the 2014-15 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

## Changes in Programs of Study and/or Courses

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

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

## Conditions of Admission

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

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

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

Detailed information about satisfying conditions of admission is included in the "Newly Admitted Students" section of the OISE Registrar's Office website:

[www.oise.utoronto.ca/ro/Graduate\\_Admissions/Newly\\_Admitted\\_Students](http://www.oise.utoronto.ca/ro/Graduate_Admissions/Newly_Admitted_Students)

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

## Continuity of Registration

Regulations concerning the degrees below are detailed in the University of Toronto *School of Graduate Studies Calendar*.

**EdD students** who have completed the required minimum one-year of full-time rve tho hs 1 36 19 complet sated the reexpensements for promot 1 0 0 1 36

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

## **Course Deadlines, Prerequisites, Limits**

Students should note the deadline for course selection (see Sessional Dates and Deadlines section). 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.

## **Course Numbering Explained**

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

The three-letter course prefixes indicate the OISE department with which they are identified (see below). Prior to 2013-14, OISE Graduate courses were prefixed with AEC, CTL (still in use), HDP, SES and TPS. Between 2013-14 and Winter 2015, courses offered by the Department of Humanities, Social Sciences & Social Justice Education were prefixed HSJ. Prior to the 1998 Summer Session, OISE graduate courses were prefixed with EDT.

**APD:** Applied Psychology and Human Development

**CTL:** Curriculum, Teaching and Learning

**SJE:** Social Justice Education

**LHA:** Leadership, Higher and Adult Education

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

**Course Number Series.** Students should refer to departmental listings for information on master's and doctoral course number series.

## **Course Selection for Continuing MA, MT,**

in the Summer Session - one in either May/June OR in 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.**

## Grade Reports

Grades will be available on ROSI 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.

## Individual Reading and Research Courses

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

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

## Off-Campus/Distance Education

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

### Application Procedures

Application information is available at [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)

### Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental program sections.

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

### Registration

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

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

## Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities

associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

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

**NOTE:** Full-time study credit is not given for registration in the Summer Session.

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

## Research Methodology Courses

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

## Special Topics Courses



## Applied Psychology and Human Development

### Applied Psychology and Human Development (APHD)

**Codes:**

= Field

= Collaborative Program

#### Child Study and Education Program - MA

#### Counselling and Clinical Psychology Program

Clinical and Counselling Psychology - MA, PhD

*Aboriginal Health* - MA, PhD

*Addiction Studies* - MA, PhD

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

*Sexual Diversity Studies* - MA, PhD

*Women and Gender Studies* - MA, PhD

Clinical Psychology - MA, PhD

(see Graduate Department of Psychological Clinical Science, University of Toronto Scarborough)

#### Counselling Psychology Program

Counselling and Psychotherapy - MEd, EdD

*Aboriginal Health* - MEd, EdD

*Aging, Palliative and Supportive Care Across the Life Course* - MEd, EdD

*Community Development* - MEd

*Sexual Diversity Studies* - MEd, EdD

*Women and Gender Studies* - MEd, EdD

Guidance and Counselling - MEd

*Aboriginal Health* - MEd

*Aging, Palliative and Supportive Care Across the Life Course* - MEd

*Community Development* - MEd

*Sexual Diversity Studies* - MEd

*Women and Gender Studies* - MEd

#### Developmental Psychology and Education Program - MEd, MA, PhD

*Educational Policy* - MEd, MA, PhD

*Neuroscience* - MA, PhD

#### School and Clinical Child Psychology Program - MA, PhD

For more information on AP&HD programs, please also see the School of Graduate Studies Calendar.

### Child Study and Education Program

## Child Study and Education Program Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher preparation 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.

Our non-thesis 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 a **Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

The program offers two fields:

1. Practice-Based Inquiry (PBI) in Psychology and Educational Practice
2. Research-Intensive Training (RIT) in Psychology and Education

#### Field: Practice-Based Inquiry (PBI) in Psychology and Educational Practice

The field is based on the use of collaborative inquiry and data-based decision-making to enhance teachers' practice and student learning and success. This field will provide a foundation in the use of a broad range of information sources to address questions of practice using an inquiry cycle.

#### Field: Research-Intensive Training (RIT) in Psychology and Education

The field provides concurrent training in research methods and educational practice for elementary teacher certification. It supports the development of expertise in scientific examination of educational and psychological issues and highlights the integration between science and classroom practice.

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

#### Admission Requirements

Admission to the two-year MA requires an appropriate bachelor's degree

(usually a 4-year degree) with high academic standing (equivalent to at least a **mid-B or better** in the final year) from a recognized university. 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 (transcripts, resume, letters of reference, proof of English language proficiency if applicable):

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

For comprehensive application details, please see [http://www.oise.utoronto.ca/ro/Graduate\\_Admissions/index.html](http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html)

## Degree Requirements

The two-year MA requires the successful completion of the equivalent of 18 half-courses. It is not necessary to complete a thesis paper.

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

During the first year of study, students will complete three eight-week placements in:

- 1) a Kindergarten/early childhood classroom (exempt if already have an undergraduate degree in ECE)
- 2) a Grade 1-3 classroom
- 3) a Grade 4-6 classroom
- 4) a placement aligned with interest and goals (often a special education setting)

Placements take place Monday to Thursday in the morning.

In their second year of study, students will complete an internship in an elementary classroom during one of the terms. Internships consist of full days on Monday and Tuesday and mornings only on Wednesday through Friday. The other term is an academic term. Students interested in teaching **French** may have the opportunity to complete a placement in a French Immersion setting, Core French classroom or a junior division placement where the teacher teaches his/her own French.

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

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# Counselling and Clinical Psychology Program

There are two fields offered in this Program:

- **Clinical and Counselling Psychology (MA, PhD)** — offered by the graduate Department of Applied Psychology and Human Development, OISE, St. George campus
- **Clinical Psychology (MA, PhD)** — offered by the graduate Department of Psychological Clinical Science, University of Toronto Scarborough (UTSC)

## Fields

### Clinical and Counselling Psychology (MA, PhD)

The field in Clinical and Counselling Psychology is offered primarily by the OISE Department of Applied Psychology and Human Development. This field is based on a biopsychosocial model with a focus on diversity, and shares an emphasis with the Clinical Psychology field on assessment and the treatment of psychopathology in adults.

### Clinical and Counselling Psychology –Master of Arts (MA)

This MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. The PhD curriculum builds on the MA foundation and the MA fulfills the requirements for entry into the Clinical and Counselling PhD

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

### Minimum Admission Requirements



- Students must complete a clinical practicum at a pre-approved placement site in the final summer of the program (CPS2999H).
- Research thesis to be completed and orally defended in Year 2 of the program.

## Clinical Psychology –Doctor of Philosophy (PhD)

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

The Counselling and Clinical Psychology program (Clinical Psychology field) is offered on a full-time basis, and progress in the program will be reviewed annually.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science at UTSC's additional admission requirements stated below.
- A master's degree with specialization in Clinical Psychology (or its equivalent) from a recognized university, with a minimum A- average and excellent research performance.
- Two academic letters of reference.
- A personal statement.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application.

### Program Requirements

The PhD program consists of 4.0 full-course equivalents (FCEs) including three clinical placements, plus a thesis proposal, thesis, and thesis defence:

- 4.0 FCEs in clinical course work normally completed by the end of Year 2 (CPS1201H, CPS1301H, CPS1401H, CPS3901H), and including:
  - two separate part-time clinical placements during Years 1 and 2 (CPS3999H, CPS4999H)
  - clinical internship at a Canadian Psychological Association or American Psychological Association approved clinical setting during Year 5 (CPS5999Y)
- Thesis proposal, approved during Year 3 of the program.
- Completed thesis.
- Successful defence of the thesis at the Final Oral Examination.

### Counselling Psychology Program

# Counselling Psychology Program

The Counselling Psychology Program has two fields:

- Counselling and Psychotherapy (MEd, EdD)
- Guidance and Counselling (MEd)

## Fields

### Counselling and Psychotherapy –Master of Education (MEd)

This degree program provides individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students are encouraged to develop their courses and practicum

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.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- Applicants must have the following to be admitted to the EdD program:
  - **A bachelor's degree:** an appropriate bachelor's degree of any background or discipline from a recognized university, with high academic standing.
  - **A master's degree:** an MA or MEd degree in Counselling Psychology from the University of Toronto with a grade of **B+ or better**, or its equivalent from a recognized university. The applicant must have had successful professional experience as a counsellor in an educational setting or in a related position. Applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP).

## Program Requirements

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.

The EdD program consists of a minimum of 4.5 full-course equivalents (FCEs), including practicum and internship, and a doctoral dissertation:

- 4.5 FCEs as follows:
  - APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology
  - APD2293H Interpretation of Educational Research
  - APD3215H Advanced Psychotherapy Seminar
  - APD3217Y Advanced Practicum in Clinical and Counselling Psychology
  - APD3270H EdD Internship
  - One of: APD3201H Qualitative Research Methods in Applied Psychology and Human Development, APD3202H A Foundation of Program Evaluation in Social Sciences, or APD3228H Mixed Methods Research Design in Social Sciences
  - 1.0 FCE in electives
- **Practicum:** complete a 500-hour practicum in conjunction with the doctoral practicum course APD3217Y.
- **Internship:** complete 500 hours of internship (APD3270H). All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services.
- **Thesis:** all students must develop, complete, and defend in a Doctoral Final 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.
- The EdD may be commenced on a part-time basis. However, a minimum of one year of full-time, on-campus study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

# Guidance and Counselling

## Guidance and Counselling –Master of Education (MEd)

The MEd degree program helps meet the need for well prepared practitioners in the field of guidance and counselling in 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 students with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA). Students completing this MEd program may have their degree credited toward Parts I and II of the Ontario College of Teachers (OCT) Specialist Certificate in Guidance. Students may pursue the MEd degree on a full-time or part-time basis.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree, with a grade equivalent to **B+ or better** in the final year, from a recognized university.
- Teacher certification

## Program Requirements

The MEd consists of:

- 5.0 full course equivalents (FCE's) as follows:
  - APD1202H Theories and Techniques of Counselling and Psychotherapy
  - APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy
  - APD1214H Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy (prerequisite: APD1202H and co-requisite: APD1203Y)
  - APD1219H Ethical Issues in Professional Practice and Psychotherapy
  - APD1261H Group Work in Counselling and Psychotherapy
  - APD1262H Educational Psychological Testing for Counselling
  - APD1266H Career Counselling and Development: Transition from School to Work
  - 1.0 FCE in electives
- A comprehensive examination.
- The program of study cannot be reduced because of guidance certificates held.

## Interprogram Courses

The following courses are accepted for credit in the Counselling Psychology program and will satisfy that program's specialization requirements. For descriptions, see the relevant programs.

- APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology
- APD1287H Introduction to Applied Statistics
- APD1288H Intermediate Statistics and Research Design
- APD3204H Contemporary History and Systems in Human Development and Applied Psychology
- CTL1602H Introduction to Computers in Education
- LHA1105H Introduction to Qualitative Research: Part I
- LHA1106H Introduction to Qualitative Research: Part II
- LHA1109H Creative Empowerment Work with the Disenfranchised
- LHA1111H Working with Survivors of Trauma
- LHA1173H Creativity and Wellness: Learning to Thrive

## Developmental Psychology & Education Program

# Developmental Psychology & Education Program

## Master of Arts

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

### Admission Requirements

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

### Degree Requirements

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

#### Required courses:

APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]  
APD1288H Intermediate Statistics and Research Design [RM]  
APD2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

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

## Master of Education

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

### Admission Requirements

Admission to the MEd program requires an appropriate four-year bachelor's degree with an academic standing equivalent to a **mid-B or better** (in the final year) from a recognized university. Applicants

normally possess a teaching certificate and have one year of relevant professional experience. Applicants are required to submit two letters of recommendation (one academic and one professional).

### Degree Requirements

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

APD1200H Foundations of Human Development and Education  
APD2293H Interpretation of Educational Research [RM]

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

## Doctor of Philosophy

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

The Developmental Psychology and Education program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option for which they are applying. Only applicants who are employed in full-time professional work relevant to their field of study are eligible for the flexible-time program option (see below).

The DPE Program also offers a flexible-time PhD program with an emphasis on Early Learning. This program is undertaken in a cohort model, but is not offered every year. Full-time PhD students interested in the emphasis on Early Learning should consult the Graduate Coordinator.

### Admission Requirements

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

Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer's leave policy or study incentive system).

### Degree Requirements

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years.

Full time and flexible time programs: Degree requirements for both programs are the same. The PhD program of study is comprised of six half-courses, a comprehensive requirement and a thesis. Required courses (to be taken in the first year unless taken at the Masters level) are:

APD3200H Research Proseminar on Human Development and Applied Psychology

**plus**

an intermediate or higher level statistics course. Please see the AP&HD Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see AP&HD Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

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

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

Flexible-time Early Learning Program: Students wishing to complete the emphasis in Early Learning will include the following courses (3.0 full-course equivalents [FCEs]) in their overall PhD program:

- 0.5 FCE APD3200H *Researching Pro-Seminar on Human Development & Applied Psychology*;
- 0.5 FCE APD3273H *Researching Early Learning* (an overview course of quantitative and qualitative methodology which meets the requirements of an intermediate or higher-level statistics course required of all Developmental Psychology and Education students);
- APD1211H *Psychological Foundations of Early Development and Education*, and APD3274H *Early Learning and Thesis Development* (which together meet the 1.0 FCE requirement from the Developmental Psychology and Education doctoral program menu);
- Electives (1.0 FCE): Student choose 1.0 FCE electives with consultation from student's course advisor.

#### School & Clinical Child Psychology Program

# School & Clinical Child Psychology Program

## Master of Arts

The MA degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is both academic and applied. In the first year, students learn to do a psychoeducational assessment in the OISE Psychology Clinic. In the second year, students have a practicum experience of a minimum of 250 hours. Students also complete an MA thesis.

## Admissions Requirements

Admission to the MA requires an appropriate four-year bachelor's degree in Psychology with high academic standing (equivalent to at least **A- or better**) from a recognized university or its equivalent 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) and one full course (or equivalent) in research methods/statistics. Applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to two academic letters of recommendation, a third letter from an applied setting.

## Degree Requirements

The MA program involves two years of full-time study and is comprised of 10 half-courses and a thesis.

**Required courses** to be taken in the first year, are:

- APD1205H Ethical Issues in Applied Psychology
- APD1215H Psychological Assessment of School-Aged Children
- APD1216H Psychoeducational Assessment
- APD1285H Psychology and Education of Children with Learning Disabilities

**Required courses** to be taken in the second year, are:

APD1206H Seminar 1 0ull-tiin the second y3po Tj ET q BT 1 0 0 1 316 564.2 Tr

number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the MA was not equivalent to the University of Toronto MA in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

1.0 FCE at the second, third or fourth year undergraduate level or 0.5 FCE at the graduate level, in *each* of the following cognate areas: Cognitive/Affective Bases of Behaviour, Social Bases of Behaviour, Biological Bases of Behaviour and History and Systems of Psychology is required.

**NOTE:** Although students in the MA in SCCP are given priority over other applicants when applying to the PhD, continuation from the MA to the PhD is not automatic. Demonstration of a high level of competence and commitment is required.

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

## Degree Requirements

The PhD program of study is comprised of eleven half-courses (including a doctoral practicum course and a 1600 hour internship), a comprehensive examination and a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of Year 3
- have successfully completed all coursework, passed the comprehensive examination and have either their dissertation or their first dissertation draft completed, prior to commencing their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum and internship placements.

### Requirements:

- APD3202H A Foundation of Program Evaluation and Social Sciences
- APD3222H Approaches to Psychotherapy Across the Lifespan
- APD3240H Advanced Social and Emotional Assessment Techniques
- APD3241H Seminar and Practicum in Assessment and Intervention with Children (normally taken in Year 2 of the Program). The practicum portion of APD3241H consists of 500 hours (two days a week from September to June) and is normally taken in a clinical setting.
- APD3260H Psychodiagnostic Systems
- APD5284Y Assessment and Intervention in Multicultural/Bilingual Contexts
- 0.5 FCE from the Psychosocial Interventions course menu:
  - APD3231H Psychodynamic Bases of Therapy
  - APD3238H Special Topics: Advanced Interventions for Family Violence and Related Trauma
  - APD3255H Systemic Family Therapy for School and Clinical Child Practice
- 0.5 FCE elective course
- A comprehensive examination
- A doctoral dissertation
- APD3242Y Internship in School and Clinical Child Psychology. The internship consists of a 1,600-hour placement, normally taken on a full-time basis over the course of a year near the end of the student's

program.

In addition, for each missing cognate course requirement (Cognitive/Affective, Social, or Biological Bases of Behaviour), students are required to take a 0.5 FCE course from the applicable course menus below. Students may use their elective course to cover one of these requirements.

### Social Bases of Behaviour

- APD3205H Social and Moral Development
- APD3221H Cross Cultural Perspectives on Children's Problems

### Biological Bases of Behaviour

- APD3286H Developmental Neurobiology
- APD3297H Biological and Psychological Foundations of Low Incidence Disorders

Normally, APD3222H is taken in the first year of the PhD, APD3241H in the second year of the PhD, and APD3242Y in the final year of the PhD.

In addition to these requirements, students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take APD3204H (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 APD1201H (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

## The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The MA in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The PhD in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

### Further information is available from:

The Registrar,  
College of Psychologists of Ontario,  
110 Eglinton Avenue West, Suite 500  
Toronto, Ontario M4R 1A3  
Telephone: 416-961-8817  
Telephone: 1-800-489-8388  
Fax: 416-961-2635  
E-mail: cpo@cpo.on.ca

## Applied Psychology and Human Development Courses

**APD1200H 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.

Staff

**APD1201H 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.

K. Lee and Staff

**APD1202H Theories and Techniques of Counselling and Psychotherapy**

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take APD1202H concurrently with APD1203Y. Counselling students will have priority for enrolment in this course.

Staff

**APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy**

This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per



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

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).

Staff

**APD1211H Psychological Foundations of Early Development and Education**

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

J. Pelletier and Staff

**APD1214H Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy**

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: APD1202H

Corequisite: APD1203Y

R. Moodley

**APD1215H 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-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations. Pre-requisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course APD1216H

M. Peterson-Badali, K. Scott and J. Wiener

**APD1216H 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 APD1215H.

M. Peterson-Badali, N. Link, K. Scott and J. Wiener

**APD1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children**

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of

NOTE: Open to School and Clinical Child Psychology students only, and  
ordinarily taken in the first MA year  
J. Wiener



**APD1272H Play and Education**

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register

Staff

**APD1275H 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.

contribute to community development and community health promotion.  
S. Stewart

## **APD1291H Addictive Behaviors: Approaches to Assessment and Intervention**

This course will explore the role of the counsellor/counselling psychologist in the field of addictive behaviours. Through lectures, interactive discussions, video demonstrations, group presentations, and experiential exercises, students will become familiar with various theoretical models of addiction, approaches to assessment, and common intervention methods and techniques. Several intervention approaches will be examined, including behavioural, cognitive-behavioural and motivational interventions, relapse prevention, and self-help approaches. Although the primary emphasis will be on substance use issues, other addictive behaviours will be covered (e.g. gambling).

A. Goldstein

## **APD1292H Instrument Design and Analysis [RM]**

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. Prerequisite: APD1287H or equivalent.

NOTE: Students who have previously taken CTL2801 or APD1292H are prohibited from taking this course.

Staff

## **APD1293H Applied Research Design and Data Analysis [RM]**

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.

Prerequisite: APD1288H or permission of the instructor.

NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.

Staff

## **APD1294H Technology, Psychology and Play**

This course examines psychological theories of play and has a focus on the role of technology in play across the life span (e.g., Vygotsky, Huizinga, Brown) in relation to the role of technology in play (e.g., Resnick, Gee, Squires) from both human developmental and educational perspectives. Topics addressing play include: gamification, trust, collaboration and passion to learn. In addition, we will address the growing role of technology in 'eduplay' and emerging social implications (e.g., concerns of addiction to gaming, social media, and networked-connectedness).

E. Woodruff

## **APD1296H Assessing School-Aged Language Learners**

With increasing globalization and mobility across countries, student populations in urban schools include various groups of language learners, including immigrant children, indigenous language-speaking students, and second- or third-generation children who enter the school with fluent oral proficiency but with limited literacy skills in a language used as the medium of instruction at school. This course is designed for graduate students who wish to develop competencies in assessing additional language learners' language proficiency in K-12 curriculum learning contexts. The use of assessment is the central theme. We will consider theoretical bases and empirical evidence that educators and teachers should know in using assessment of school-aged language learners. Various cognitive and non-cognitive factors that influence students' language proficiency development will be examined. We will examine validity, reliability, and fairness issues arising from the use of standardized tests as well as classroom assessment.

E. Jang

## **APD2200Y Child Study: Observation, Evaluation, Reporting and Research**

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

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

R. Volpe

## **APD2201H Childhood Education Seminar**

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are four practicum sessions, each providing 72 hours of practicum experience in 4, six-week, half-day blocks.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

Staff

## **APD2202H Childhood Education Seminar II: Advanced Teaching**

This seminar will provide for discussion of topics and issues that emerge during the students' internship (APD2221Y Advanced Teaching Practicum) and that relate to employment preparation.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

Staff

**APD2210Y Introduction to Curriculum 1: Core Areas**

A study of education techniques and the role of the teacher in designing, implementing and evaluating curricula for children aged three to twelve. Basic areas of the elementary curriculum are introduced, including designing educational programs, early childhood, language and literacy, mathematics and science.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

J. Moss, J. Pelletier, D. Willows, E. Woodruff and Staff

**APD2211H Theory and Curriculum I: Language and Literacy**

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

D. Willows and Staff

**APD2212H Theory and Curriculum II: Mathematics**

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

J. Moss and Staff

**APD2214H Introduction to Curriculum 11: Special Areas**

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

Prerequisite: APD2210Y

Staff

**APD2220H Teaching Practicum**

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

Staff

**APD2221Y Advanced Teaching Practicum (Pass/Fail)**

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.

NOTE: This course is open only to students in the MA in Child Study and Education program

R. Kluger and Staff

**APD2230H Designing Educational Programs**

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only

Staff

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

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

Staff

**APD2275H 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 Applied Psychology and Human Development.

Staff

**APD2280H 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.

**APD2292H 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: APD2280H or equivalent.

E. Geva and H. McBride

**APD2293H Interpretation of Educational Research [RM]**

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.

Staff

**APD2296H Reading and Writing Difficulties**

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

NOTE: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education

D. Willows and Staff

**APD3200H Research Proseminar on Human Development and Applied Psychology**

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

Staff

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

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

R. Volpe and Staff

**APD3202H A Foundation of Program Evaluation in Social Sciences**

This doctoral-level course serves as an introduction to program evaluation used in education, psychology, and social sciences. Program evaluation aims to systematically investigate the process, effectiveness, and outcomes of programs. Its primary goal is to inform decision-making processes based on answers to why it works or doesn't work and improve the quality of the program. In this course, students will learn the craft of program evaluation at various stages, including: critically appraising evaluation research; assessing program needs, developing a logic model, evaluating the process and outcomes of the program, evaluating efficiency, dealing with ethical issues, warranting evaluation claims, and communicating with stakeholders. This course will focus on both theoretical and practical issues in designing, implementing, and appraising formative and summative evaluations of various educational and invention programs. In this course, we will consider the effects of various social, cultural, and political contextual factors underlying the program.

E. Jang

**APD3203H Children's Theory of Mind**

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

Staff

**APD3204H 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.

M. Ferrari and R. Volpe

**APD3205H 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.

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

**APD3208H Adolescence**

This course focuses on the distinguishing characteristics of development during the adolescent years as depicted in evolving psychological theory



### **APD3228H Mixed Methods Research Designs in Social Sciences**

Mixed methods research is increasingly being used as an alternative to the traditional mono-method ways of conceiving and implementing inquiries in education and social sciences. In conceptualizing mixed methods studies, various paradigmatic assumptions are still being debated. However, many researchers have stated that the paradigmatic differences have been overdrawn and that paradigmatic incompatibility makes dialogue among researchers less productive. Researchers further acknowledge that philosophical differences are reconcilable through new guiding paradigms that actively embrace and promote mixing methods. Mixed methods researchers reject traditional dualism and prefer action to philosophizing by privileging inquiry questions over assumptive worlds.

In this course, students will be introduced to various mixed methods design alternatives that allow researchers to link the purpose of the research to methodologies and integrate findings from mixed methods. This course covers various phases of mixed methods research, including theoretical frameworks of mixed methods research designs, strategic mixed methods sampling, data collection methods, integrative data analysis strategies, and a mixed methods research proposal. *This is a doctoral level course* designed to serve students who plan to conduct independent research. I anticipate that students will have had prior research experience or course work in research methods.

E. Jang

### **APD3231H Psychodynamic Bases of Therapy**

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. In keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory. That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and /or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.

Staff

### **APD3232H Developmental Trajectories and High Risk Environments**

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

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

J. Jenkins

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

Course description same as APD1238H.

### **APD3240H Advanced Social and Emotional Assessment Techniques**

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

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

Staff

### **APD3241H Seminar and Practicum in Clinical Assessment and Intervention (Pass/Fail)**

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.

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

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

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

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

Prerequisite: APD3241H and permission of instructor.

Staff

### **APD3243H Additional PhD Practicum in Assessment and Intervention (Pass/Fail)**

This optional practicum course is an additional practicum course that is available to School and Clinical Child Psychology (SCCP) program students at the PhD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. Students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment: 1) There is a signed agreement between the supervisor and the students with regard to the new skills that the student will acquire. 2) For each registration, the course is tarajeinical work ssignenoeriece th5 y3s

**APD3253H Individual Reading and Research in Counselling****Psychology: Doctoral Level**

Course description same as APD1252H.

Staff

**APD3255H 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.

J. Jenkins and Staff

**APD3258H Special Topics in Counselling Psychology**

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

Staff

**APD3260H Psychodiagnostic Systems**

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). 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 PhD students in CCP and SCCP only.]

L. Stermac

**APD3268Y Internship in Clinical and Counselling Psychology**

This course requires the completion of at least 1,600 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

is unpaid. Similarly EdD students may register in this course any time that they commence a field placement experience under the supervision

# Applied Psychology and Human Development

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only to Ph.D. students in the Field of Counselling Psychology for  
Psychology Specialists. Available alternate years.)

## **Curriculum, Teaching and Learning**

### **Curriculum, Teaching and Learning (CTL)**

**Codes:**

= Field

= Collaborative Program

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

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

*Educational Policy* - MEd, MA, PhD

*Engineering Education* - MA, PhD

*Knowledge Media Design* - MEd, MA, PhD

*Sexual Diversity Studies* - MEd, MA, PhD

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

#### **Teaching Program - MT**

[RM]

CTL1063H Pedagogies of Solidarity

CTL1064H Applied Theatre and Performance in Sites of Learning

CTL1065H Approaches to Anti-Homophobia and Anti-Transphobia  
Education

CTL1099H Critical Approaches to Art-Based Research [RM]

CTL1218H Culture and Cognition in Mathematics, Science and  
Technology Education

CTL1219H Making Secondary Mathematics Meaningful

CTL1220H Sociocultural Theories of Learning

CTL1221H Experiencing Science Education as a Global Educational and

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 **B+ or better**. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit as part of a complete application:

- a. Their master's 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/ctl/Prospective\\_Students/CTL\\_Graduate\\_Programs/Curriculum\\_Studies\\_and\\_Teacher\\_Development\\_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)
- b. A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals; and
- c. Two letters of reference, one academic and one professional.

**Flexible-time PhD option:**

Applicants to the flexible-time PhD option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD option should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Degree requirements for both programs are the same. The PhD program of study normally consists of seven half courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the Program. Students are also required to complete CTL1899H, the CSTD doctoral proseminar course. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level, one course in research methods from an approved course listing, as well as the Doctoral proseminar. The listing for approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/ctl/Prospective\\_Students/CTL\\_Graduate\\_Programs/Curriculum\\_Studies\\_and\\_Teacher\\_Development\\_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

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

## Doctor of Philosophy

The PhD demands a strong commitment to research. The Language and Literacies Education program offers both a full-time and flexible-time PhD option. Applicants must declare the option(s) for which they are interested in applying.

### **Full-time PhD option:**

Applicants are accepted under SGS general regulations. An appropriate Master's degree with standing equivalent to **B+ or better** from a recognized university is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. A sample of single-authored scholarly writing must be submitted with the application.

### **Flexible-time PhD option:**

Applicants to the flexible-time PhD option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD option should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

Full-time PhD students must complete their degree requirements within six years. Students in the flexible-time PhD option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The PhD 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



## Concentrations

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

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

General—Intermediate/Senior  
CTL7028Y Curriculum and Teaching in  
Geography—Intermediate/Senior  
CTL7029Y Curriculum and Teaching in Music:  
Instrumental—Intermediate/Senior  
CTL7030Y Curriculum and Teaching in Music:  
Vocal—Intermediate/Senior  
CTL7031Y Curriculum and Teaching in Health and Physical  
Education—Intermediate/Secondary  
CTL7032Y Curriculum and Teaching in Visual  
Arts—Intermediate/Secondary  
CTL7033Y Curriculum and Teaching in Dramatic  
Arts—Intermediate/Secondary  
CTL7034Y Curriculum and Teaching in French as a Second  
Language—Intermediate/Senior  
CTL7035Y Curriculum and Teaching in Business Studies:  
General—Intermediate/Secondary  
CTL7036Y Curriculum and Teaching in Business Studies:  
Accounting—Intermediate/Secondary  
CTL7037Y Curriculum and Teaching in International Languages:  
Italian—Intermediate/Secondary  
CTL7038Y Curriculum and Teaching in International Languages:  
German—Intermediate/Secondary  
CTL7039Y Curriculum and Teaching in International Languages:  
Spanish—Intermediate/Secondary  
CTL7040Y Curriculum and Teaching in International Languages: Other  
—Intermediate/Secondary  
CTL7041Y Curriculum and Teaching in Religious Education  
—Intermediate/Secondary

**Prerequisites:** Six full university courses in the first teaching subject and three full courses in the second teaching subject, from a recognized university. In the case of CTL 7023Y Curriculum and Teaching in Science: Biology, six full university courses in science, with a minimum of four of them in the area of biology, are required regardless of whether it is the first or second teaching subject. Please note that these courses are not offered every year. Consult the Master of Teaching Website [www.oise.utoronto.ca/mt/index.html](http://www.oise.utoronto.ca/mt/index.html) for a list of teaching subjects available for each admission year and for a selection of the second teaching subject.

### **Religious Education**

All Teaching program candidates interested in teaching in the Roman Catholic Separate School system can choose to take the religious education elective course. A description of the preservice religious education course, related to the Standards of Practice for the Teaching Profession, is provided in the OISE Initial Teacher Education Calendar. This course is offered in the first year of the Teaching program and is in addition to the degree's program requirements.

## **Curriculum, Teaching and Learning Courses**

### **Curriculum Studies & Teacher Development Program Courses**

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

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

**CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues**

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

E. Smyth

**CTL1014H Evaluation of Curriculum and Instruction [RM]**

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J. Ross, Staff

**CTL1016H Cooperative Learning Research and Practice**

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and

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

**CTL1032H Knowing and Teaching**

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

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

**CTL1033H Multicultural Perspectives in Teacher Development:  
Reflective Practicum**

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the

**CTL1043H Research Issues in Alternative Assessments [RM]**

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.

NOTE: Students who have previously taken CTL2010 are prohibited from taking this course

T. Lam and Staff

**CTL1045H Survey Research**

The course studies survey research design and questionnaire development. Topics include single and multiple waves research designs, sampling strategies, data collection methods (mail, telephone, computer administered, and individual and group interviews), non-response issues, questionnaire construction and validation, and sources of errors in self-reporting. Course content relating to the use of questionnaire as a form of data collection applies to research designs other than survey research. Teaching and learning will be conducted through reading, lecturing, class and internet discussion, and take-home and in class individual or small group exercises.

T. Lam

**CTL1046H Training Evaluation**

This course studies methods of evaluating training. Topics covered by the course include training models, practice analysis, Kirkpatrick's 4 level training outcome evaluation model and its variants, Return on Investment (ROI) analysis, and measurement and design issues in training evaluation.

T. Lam

**CTL1048H Qualitative Methodology: Challenges and Innovations [RM]**

Working within a broad discussion of methodology and the problems of theory and praxis particular to a 'global', postmodern, and neoliberal era, this course invites students to work through methodological dilemmas, choices and experiments within the context of their own research projects and in conversation with a variety of qualitative methodologists. Readings will propose critical, creative, and collaborative solutions to a range of contemporary qualitative methodology concerns in the field of education today. In particular, the problematics of gender and race, the impact of neoliberal politics on workers and learners, the tensions of local and global, the competing epistemologies of art and science, structural and post-structural, the ethical relations between researchers and research participants, the challenges of 'representation', the struggles over claims to truth are some of the subjects to be addressed in the discussion of research design and methodology.

Exclusion: CTL1799H Qualitative Methodology: Challenges and Innovations

Enrolment Limits: 25

K. Gallagher

**CTL1060H Education and Social Development**

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with ctnat1 examiau2 uticipantT BT ace soleatitesting ioOf 51 201ing ioOion, b0H Eluatucatimal/cBT 1 Innocal

# Curriculum, Teaching and Learning

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Enrolment Limits: 25  
K. Gallagher

## **CTL1065H Approaches to Anti-Homophobia and Anti-Transphobia Education**

This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation and gender identity among students in elementary and secondary schools. Course content and instruction will focus on understanding and addressing educational and schooling issues confronting lesbian, gay, bisexual, transgendered, and queer (LGBTQ) students. It will also explore strategies and resources for challenging homophobia, heterosexism, and transphobia in classrooms and schools. We will examine the ways homophobia, heterosexism, and transphobia intersect with multiple identities, other forms of oppression and our history of white settler colonialism. We will also examine curriculum materials and community support services that promote sensitivity, visibility and social justice.

Enrolment Limits: 25  
T. Goldstein

## **CTL1099H Critical approaches to arts-based research**

This course examines how creative practices can be employed to generate innovative research in the humanities and social sciences. Course participants will analyze current debates on representation, rationale, and ethics, and in particular they will examine how arts-based practices/processes can move educational research towards more critical, democratic, and participatory forms of research by attending to issues of social justice and equity.

S. Springgay

## **CTL1104H 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.

Staff

## **CTL1105H Narrative and Arts-Based Approaches to Research and Professional Practice.**

The course examines a variety of narrative and arts-based approaches to research and professional practices. Narrative is explored both as a fundamental form of experience and as a collection of methods used for the study of experience. Course participants will engage in narrative, self-study research, in the review of completed narrative and arts-based theses and dissertations, and in the creation of practical research proposals.

M. Beattie

## **CTL1106H 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.

J. Miller

## **CTL1110H The Holistic Curriculum**

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be 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.

J. Miller

## **CTL1112H Expressive Writing: Practice and Pedagogy**

This course focuses on the pragmatics of expressive writing in a range of pedagogical settings. Students will experience the ways in which a range of styles and modes of expressive writing operate in various prose forms including personal narratives, arguments, evaluations, interviews, and reports. Students will consider the implications of this expressivist pedagogy for educational practice from elementary to post-secondary learning. Students will work both independently and collaboratively. Assessment will be portfolio-based.

G. Allen

## **CTL1115H 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.

Staff

## **CTL1116H Holistic Education Approaches in Elementary School Mathematics**

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, 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 children's literature and oral communication activities; authentic assessment; with instruction.

Staff

## **CTL1119H Gaining Confidence in Mathematics: Reconstructing Mathematics Knowledge and Overcoming Anxiety (K-8)**

It has been well documented that many adults experience mathematics 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 mathematics problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to mathematics. Such work opens the door to accessing one's mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for mathematics-anxious students will also be included.

Staff

**CTL1120H Effective Teaching Strategies in Elementary  
Mathematics Education: Research and Practice**

During this highly interactive course, graduate students will investigate in depth, current research on effective teaching strategies in elementary mathematics focusing on student communication and its implications for classroom practice. This course will also provide opportunities for graduate students to deepen their understanding of the research literature through hands-on activities, student work samples, and classroom-researched videos. We will examine the research related to

## **CTL1216H Teacher Leadership in Science, Mathematics and Technology Education**

This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teacher's work, the construction of teacher's knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organizational conditions of schools, which support teacher leadership and learning. During the course, participants will be required to interview a colleague, and to arrange access to a classroom or instructional setting to conduct some action research on their own leadership by observing and providing feedback to another teacher, instructor or colleague.

J. Wallace

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

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

J. Wallace

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

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

I. Esmonde

## **CTL1219H Making Secondary Mathematics Meaningful**

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 Ontario mathematics curriculum guidelines. Throughout the course, we will focus on the question 'making mathematics meaningful for whom,' so an equity focus will pervade each week's readings and discussions. Topics may include: Streaming and school structures, the use of open-ended problems, identity issues, building on community knowledge, classroom discourse, and assessment.

I. Esmonde

## **CTL1220H Sociocultural Theories of Learning**

This course is an introduction to sociocultural theories of learning, including both historical and contemporary views on how culture, society and history influence the nature of learning. We will begin with Vygotsky and activity theory, and then consider a broad spectrum of current views that draw on this work.

I. Esmonde

## **CTL1221H Experiencing science education as a global educational and development endeavor**

The role of science education in positively impacting life conditions globally is perhaps the most intriguing and urgent problem for science education. In this regard, a recurring theme in local and international deliberations on science education is the role of school science in social, economic, and cultural conditions, that is, in everyday life. This course will facilitate a systematic analysis of the role of school science in everyday life along five themes: The context for the issues that pertain to science education and social economic development; Emergent constructs for school science; How people learn and knowledge transfer; The realities of science teaching and learning; The notion of knowledge, school science, other sciences, and social economic development; and, Historical reflections and critique of the science education endeavor.

W. Gitari

## **CTL1222H Environmental Studies in Science, Mathematics and Technology Education**

In this course we will explore teaching and learning about environmental education (EE) through science, mathematics and technology education. Environmental education is a particularly timely topic given the recent changes to Ontario curriculum and the renewed interest in environmental issues nationally and internationally. Central to this course is a commitment to a teaching and learning continuum that includes the use of schools, school grounds, the local and broader community, and outdoor education centres. All of these 'places' become contexts in which educators can explore environmental education. In this course, we will attempt to link our discussions to the theory and practice of EE education. Specifically, we will examine the notion of environmental literacy and citizenship, current changes in Ontario curriculum and policy, the relationship between EE and nature, sustainable development and social justice, place-based education, outdoor education, and EE and Indigenous knowledge. The course also examines the philosophical and ideological orientations and competing frameworks that underpin the EE movement in Canada and elsewhere, and identifies some of the theoretical and practical problems surrounding its implementation.

Enrolment Limits: 25

E. Pedretti

## **CTL1223H Activist Science & Technology Education**

This course, open to Masters and Doctoral students in education, addresses theory and practice regarding relationships among various powerful individuals and groups in societies (e.g., corporations, transnational organizations, banks, financiers, politicians, think tanks, technologies, advertisements) and fields of professional science and technology regarding the extent to which they may contribute to the wellbeing of individuals, societies and environments. Attention also is paid to citizens' roles in conducting research and using findings to inform socio-political actions to influence powerful people/groups and fields of science and technology promoting a better world.

L. Bencze

## **CTL1302H Media Studies and Education**

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, 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, rock 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.

Staff





### **CTL1318H Teaching Conflict and Conflict Resolution**

This seminar examines how young people may be taught (and given opportunities), implicitly or explicitly, to handle interpersonal and social conflict. The course examines the ways conflict may be confronted, silenced, transformed, or resolved in school knowledge, pedagogy, hidden curriculum, peacemaking and peacebuilding programs, governance, discipline, restorative justice, and social relations, from Canadian and international/ comparative perspectives. The focus is to become aware of a range of choices and to analyze how various practices and lessons about conflict fit in (and challenge) the regular activities and assumptions of curriculum and schooling, and their implications for democracy, justice, and social exclusion/ inclusion. Participants will become skilled in analyzing the conflict and relational learning opportunities and dilemmas embedded in various institutional patterns or initiatives to teach or facilitate conflict resolution and transformation and to prevent violence.

K. Bickmore

### **CTL1319H Religious Education: Comparative And International Perspectives**

This course presents and examines various international and comparative perspectives on religious education within and across Buddhist, Christian, Hindu, Islamic, and Jewish faith communities. We will critically and comparatively engage in the policies, practices, and research on religious education in public and faith-based schools Canada and internationally. No previous knowledge or coursework on religious education is necessary.

Enrolment Limits: 25

S. Niyozov

### **CTL1402H 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.

Staff

### **CTL1405H 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 Part

**CTL1426H The History of Gender and Education in Canada**

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

course be taken early in the student's program.

J. Hewitt, E. Woodruff

**CTL1603H 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.

J. Hewitt

**CTL1606H 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.

D. McDougall

**CTL1608H 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.

C. Brett

**CTL1609H Educational Applications of Computer-Mediated Communication**

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.

C. Brett

**CTL1797H Practicum in Curriculum: Master's Level**

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

Staff

**CTL1798H Individual Reading and Research in Curriculum: Master's Level**

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate

bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

Staff

**CTL1799H 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 us5oignfdeas.3liidividual,se.This course

**CT80199HAructiod Researcg anProfecussicia Practe [RM]el**

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

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

C. Kosnik

**CTL1812H Professional Ethics of Teaching and Schooling**

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

E. Campbell

**CTL1816H Minority Education and Inclusion: Policies in Practice**

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

D. Gerin-Lajoie

**CTL1817H Current Issues in Teacher Education**

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

and renew teacher education.

C. Kosnik

**CTL1818H Arts in Education: Concepts, Contexts, and Frameworks**

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

R. Gaztambide-Fernandez

**CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices**

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

M. Kooy

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

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

K. Gallagher

**CTL1825H The Teacher as a Contemplative Practitioner**

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides

**CTL1840H Gender Issues in Mathematics, Science, and Technology**

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

Staff

**CTL1841H Research Seminar in Science, Mathematics and Technology Education [RM]**

A critical examination of current theoretical perspectives and research methods in science, mathematics 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.

J. Wallace

**CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries [RM]**

Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and qualitative inquiries, sampling strategies, analysis, synthesis, and representation of

interpretations from data analyses as a way of building validity claims; Interpret research findings substantively and communicate them to not only academics but also practitioners.

E. Jang

### **CTL1861H Critical Ethnography [RM]**

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

T. Goldstein

### **CTL1863H Controversial Issues in Development Education**

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

NOTE: Students who have previously taken CTL6800 are prohibited from taking this course

Staff

### **CTL1864H Methodologies for Comparing Educational Systems [RM]**

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the

countries. Particular attention will be paid to (a) the special analytical

comparative data to test propositions and to develop theory in education.

NOTE: Students who have previously taken CTL6801 are prohibited from taking this course

Staff

### **CTL1899H CSTD Doctoral Proseminar in Curriculum Studies and Teacher Development**

The proseminar half-course will be organized into three-hour sessions. These sessions will often involve two parts, which may be organized in any order from week to week. First, some classes will feature a member of the CSTD faculty who will be asked to introduce her or his research to

situated within curriculum studies. Invited faculty will be able to choose one or two readings for that week, in order to give students an introduction to their work prior to the class. Second, each class session will focus on a topic of interest to doctoral students related to academic work in general and doctoral work in particular. The course will introduce

forum for exchanging resources and ideas among students. In tandem, the proseminar will provide students with an introduction to academic life in general, including issues such as conferences, publications, teaching experience, academic job markets, etc.

Enrolment Limits: 25

T. Goldstein, R. Gaztambide-Fernandez, staff

### **CTL1921H Knowledge Building Environments**

Knowledge Building Environments (KBEs) have two principal objectives: b) to

increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to

M. Scardamalia

### **CTL1923H Mobile and Ubiquitous Computing in Education**

Leading edge computer technologies that support mobile and ubiquitous 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.

E. Woodruff and Staff

### **CTL1997H Practicum in Curriculum: Doctoral Level**

faculty and field personnel.

Staff

### **CTL1998H Individual Reading and Research in Curriculum: Doctoral Level**

Course description same as CTL1798.

Staff

### **CTL1999H Special Topics in Curriculum: Doctoral Level**

A course designed to permit the study (in a formal class setting) of a

## **Language and Literacies Education Program Courses**

### **CTL3000H Foundations of Bilingual and Multicultural Education**

Foundation course for the Language and Literacies 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. Registration preference given to LLE students.

E. Piccardo, J. Cummins, Staff

### **CTL3001H Research Colloquium in Language and Literacies Education**

This colloquium provides opportunities to become familiar with ongoing



### **CTL3011H Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research/Bilinguisme et éducation**

This course examines 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.

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.

C. Connelly, J. Cummins, N. Labrie, Staff

### **CTL3013H Language Assessment/Evaluation de la compétence langagière**

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.

Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.

E. Piccardo, Staff

### **CTL3015H Language and Literacies Education in Multilingual Contexts**

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

J. Cummins, Staff

### **CTL3018H Language Planning and Policy/Politique et aménagement linguistique**

The study of language politics, language planning and policy-making focuses on how social groups, governments, and other bodies, are 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. There will be an emphasis on 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.

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes. La version française de ce cours satisfait aux exigences de cours de CSTD. J. Bale, C. Connelly, N. Labrie, Staff

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

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

### **CTL3020H Writing in a Second Language**

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

A. Cumming

### **CTL3024H 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.

A. Gagné, Staff

### **CTL3025H Educational Sociolinguistics**

This course addresses the influences of community, home, school, and cultural heritage on (second) language acquisition and language use. Social and educational implications of language variation are addressed, particularly as they relate to language policy and social and linguistic change. Factors such as gender, ethnicity, race, and socioeconomic background are studied as they relate to language use and perception. The current status of different language minority groups is considered, and related cultural and pedagogical issues are raised. Students will acquire an understanding of basic concepts, findings, issues, and research methods in sociolinguistics as they relate to second and foreign language learning, teaching, and use. They will develop a sociolinguistic J. Cummins





**CTL3101H Language Awareness for Language Educators [36L]**

This course explores the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and additional language learners, its role in society, its role in creating, sustaining, and enhancing power, and its role in informal and institutional education. The aim of the course is to consider (i) language awareness and use 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 and program administration. Students will relate course concepts to their own language learning and teaching experiences, and will carry out observational/empirical tasks to apply their learning to the real world.

J. Kerekes

**CTL3410H Schooling in the Movies: Education as Reflected in Hollywood Films**

The course will be built around a series of six two week class units. In the first class of each unit students will view a film after which, with the film still fresh in mind, they will have a first discussion of the film and issues it raises. For the next class students will watch a second film on the same topic from a short list supplied, read contemporary reviews for both films, read assigned monographs or articles related to the historical period or subject matter of the films and prepare a short critique based on the films and readings. The second class in each unit will then review the critiques and discuss the films in light of insight afforded by historians or other scholars. Students will also prepare a course paper.

Exclusion: Students who previously completed HSJ1410H are prohibited

**CTL3805H Multilingualism and Plurilingualism**

This course will examine several forms of linguistic diversity at the individual and community level as well as their impact on language and identity construction. Through the class, students will discuss and understand the emerging notion of plurilingualism as distinct from multilingualism and analyze it from three different scientific points of view: cognitive, sociological/sociocultural and pedagogical. The course will adopt a global perspective in investigating language diversity and its implications in different geographical areas and historical times. The course is at doctoral level but it is open to Master's students (with permission of the instructor).

Exclusion: CTL3799H Multilingualism and plurilingualism  
E. Piccardo

**CTL3806H Sociocultural Theory and Second Language Learning**

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

Staff

**CTL3807H Second Language Education Research Methods [RM]**

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

A. Cumming, N. Spada, Staff

**CTL3808H The Role of Instruction in Second Language Learning**

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

N. Spada, Staff

**CTL3810H Second Language Classroom Research Methods [RM]**

The purpose of this course is to provide students with a foundation in the breadth of possibilities for researching the second language classroom. The course is structured to capture this breadth methodologically (primarily quantitative and qualitative social science approaches, but also research informed by humanities approaches); theoretically (cognitivist, socio-cultural, and critical approaches); contextually in terms of program models (both across bilingual, foreign, heritage, Indigenous, and multilingual mainstream contexts, but also in terms of K-12 and adult settings); and in terms of domain (e.g., research with varying foci on language itself, the teacher, learners, curriculum, policy, home-school connections, etc.). As much as possible, the course pairs "how-to" readings with exemplars of second language classroom research. The course also includes structured activities to support students in gaining direct experience with typical methods for doing research in and about language classrooms. Based on the interests of students enrolled in the course, we can agree to adapt the syllabus at the beginning of the semester to narrow or shift our focus. By the end of this course, participants are expected to: 1) Articulate the relationship between theoretical perspective, research design, and methods in the study of second language classrooms; 2) Use course and other readings to

critique an exemplar of second language classroom research; 3) Formulate a research(-able) question of interest to the participant; 4) Use small-scale data collection techniques and reflect on their experience with them; 5. Use course and other readings to develop a research proposal.

Exclusion: CTL3800H

J. Bale

**CTL3997H Practicum in Language and Literacies Education: Doctoral Level**

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

Staff

**CTL3998H Individual Reading and Research in Language and Literacies Education: Doctoral Level**

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

Staff

**CTL3999H Special Topics in Language and Literacies Education: Doctoral Level**

A course designed to permit the study (in a formal class setting) of

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

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

Staff

Staff

### **CTL7013H Curriculum and Teaching in Visual Arts and Physical Education**

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing arts curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development for visual arts, music and physical education.

This course is normally open only to students in the Teaching program.

Staff

### **CTL7014H Fundamentals of Teaching and Learning**

This course will explore the complexity of schools and place of the school in the community. Practical issues around lesson planning, unit planning, classroom management, and the class as a community are addressed.

This course provides a practical and conceptual introduction to the teaching of students and will introduce student teachers to many of the philosophies, methods, and materials relevant to teaching. It provides opportunities to develop an understanding of the process of becoming a teacher, insight into the role of ethics in research, and to acquire the skills and attitudes to be a thoughtful and reflective practitioner. In these respects, this course enables the student teacher to build a foundation for continuing professional growth as an individual and as a member of the teaching community. This course is normally open only to students in the Teaching program.

Staff

### **CTL7015H From Student to Professional**

This course is paired with the 2nd year Practicum course (CTL7005H), and serves as a bridge between academic course work and practical experience. This course therefore attends to both theory and practice.

Course goals include strengthening instructional skills, building a repertoire of teaching strategies, deepening understanding of the complexities of teaching/learning, and refining a vision of teaching. This course is designed to prepare the teacher candidate for a professional teaching/education career, whether that be employment in the public or non-traditional setting and/or post-graduate studies. This course is normally open only to students in the Teaching program.

Staff

### **CTL7016H Integrating Technology into the Classroom: Issues and Activities**

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 education need (of students, teacher, curriculum objectives or subject area) that computer technology can meet. This course is normally open only to students in the Teaching program.

Staff

### **CTL7017H Curriculum and Teaching in Music, Dance and Drama**

This course develops an awareness of and practice in the arts as a means of personal development and as a learning technique. The philosophy and practice of Dance, Drama and Music in education will be explored. The possibilities of conceptual development and expansion of THE CREATIVE PROCESS through the art of Dance, Drama and Music with a particular focus on the cognitive, social, and artistic development of the child. This course is designed to assist teachers in the Primary/Junior Division in the development, implementation and assessment/evaluation of Dance, Drama and Music focused learning

experiences. Candidates will participate in work that involves games, movement, tableau, role- playing, storytelling, playmaking, writing in role, improvisation, interpretation and presentation. Candidates will also explore music through singing, musical games, playing instruments (recorder, percussion, djembes and boomwhackers) and developing their listening skills while at the same time creating, composing and



**CTL7021Y Curriculum and Teaching in History - Intermediate/Senior**

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice. This course is normally open only to students in the M.T. in Elementary and Secondary Education program.

Staff

**CTL7022Y Curriculum and Teaching in Mathematics - Intermediate/Senior**

This course will introduce candidates to the methodologies and issues relevant to teaching Mathematics in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Course methods include discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario Ministry of Education Guidelines. This course is normally open only to students in the M.T. in Elementary and Secondary Education program.

Staff

**CTL7023Y Curriculum and Teaching in Science: Biology - Intermediate/Senior**

This course will introduce candidates to the methodologies and issues relevant to teaching Biology in Ontario in the Intermediate and Senior divisions (Grades 7-12). The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools. This course is normally open only to students in the M.T. in Elementary and Secondary Education program.

Prerequisite: Six full university courses in Science, with four of those courses in the area of Biology.

Staff

**CTL7024Y Curriculum and Teaching in Science: Chemistry**

The I/S Science-Chemistry course provides a practical and conceptual introduction to the teaching of Intermediate Science (Grades 7 to 10 Science) and Senior Chemistry (Grades 11 and 12 Chemistry),

# Curriculum, Teaching and Learning

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## **CTL7031Y Curriculum and Teaching in Health and Physical Education [72L]**

This course examines the underlying principles of teaching Health and Physical Education in the Intermediate/ Senior division for the 21st century learner by drawing on current research, current philosophies and the overarching goals of Health and Physical Education. This course of study prepares future teachers to enable their students to acquire the knowledge, skills and attitudes necessary to become both physically and health literate in order to lead healthy active lives and promote healthy active living for others. Attention will be paid to the importance of supporting students in making positive personal health choices, enhancing their personal fitness and further developing movement skills, strategies and tactics to promote their participation in a wide variety of physical activities. Effective teaching strategies and practices in Health and Physical Education will be addressed. The importance of quality instruction as it fits into a comprehensive school health model will also be explored.

Staff

## **CTL7034Y Curriculum and Teaching in French as a Second Language [36L]**

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on:

- 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes;
- 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines;
- 3) electronic conferencing to support a collegial learning environment;
- 4) the creation of a professional electronic portfolio.

Candidates will be involved in reflective and active learning. This course is offered in French.

Staff

## **CTL7041Y Curriculum and Teaching in Religion [36L]**

Primarily intended to prepare teachers of Religious Education in Catholic secondary schools, the focus of the course is the discipline of Religious Education rather than religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. It asks students to present research-based findings from explorations of theorists, strategies, and resources in the discipline of Religious Education. In particular, graduates from this program will have a strong sense of how Catholic Social Teachings can animate the Religious Education curriculum.

Staff

## **CTL7099Y Major Research Paper**

The Master of Teaching Research Project is designed to provide a deeper exploration of the interrelationships between educational theory, research, and practice. The overarching goal of this project is to engage students in an in-depth analysis of issues related to curriculum, teaching, and learning through systematic research. The MTRP has value both for students who are intending to pursue a career in classroom teaching, and for students who are planning to pursue doctoral studies. The Project involves the identification of a research problem, a literature

review, data collection, data analysis, the construction of a formal report, which is published in a public online repository, and a formal presentation. As part of this process, students develop a variety of research-related skills, including the ability to formulate effective research questions, conduct interviews, review the academic and professional literatures, analyze data, and present research findings.

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

## **CTL7799H Special Topics in Teaching**

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

Prerequisite: Enrolment limited to students in the Teaching program.  
Staff



may choose to take LHA1183H Master's Research Seminar and LHA1191H Research Support Seminar, or LHA1105H and LHA1106H Introduction to Qualitative Research Parts I & II.

## Master of Arts

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

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

Mainly, courses at the 1000 level will be taken. Four must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students are required to take one core course consisting of either LHA1100H Introduction to Adult Education or LHA1102H Community Development: Innovative Models and LHA1183H Master's Thesis Seminar. One half-course in research methods is required. A list of appropriate research courses will be maintained in the department. The master's thesis may lay the groundwork for doctoral research.

## Doctor of Philosophy

Admission to the PhD program normally requires an MA in Adult Education or a related area, with standing equivalent to **B+ or better** in master's courses. In special cases, an outstanding student may still be admitted with an MEd and a Qualifying Research Paper in lieu of a thesis.

The PhD 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 regular full-time and flexible-time PhD program. Flexible-time students are required to register full-time for the first four years of their program, students may request part-time registration beginning their fifth year. The regular PhD program is a full-time program.

Full time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Degree requirements for both full-time and flexible-time PhD students are: six half-courses, at least three of which must be from the Adult Education and Community Development Program. A minimum of four half courses must be at the doctoral/3000 level, including the Doctoral Thesis Seminar LHA3102H, which students will normally take in their first or second year. Students will also normally take at least one specialized research methods course, which may be taken outside the Program with permission of the supervisor. 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. In addition, the degree requirements include a comprehensive paper and a thesis.

**NOTE:** Admission to the Flexible-time PhD is specifically for working applicants who are currently involved in activities related to the proposed field of study, have a desire to develop their current career, and have the capacity to secure blocks of time to enable concentrated study.

### Further Information is available from:

Professor Jamie Magnusson, Program Coordinator  
Email: [jamielynn.magnusson@utoronto.ca](mailto:jamielynn.magnusson@utoronto.ca)

## Centres

The following research centres are based in the Department:

- **Comparative, International and Development Education Centre (CIDEC)**
- **Centre for Learning, Social Economy & Work (CLSEW)**
- **Transformative Learning Centre (TLC)**

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

- **Centre for Integrative Anti-Racism Studies (CIARS)**
- **Centre for Women's Studies in Education (CWSE)**

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

### Program Director:

**Stephen Anderson**, Leadership, Higher and Adult Education;  
Comparative, International and Development Education Centre, 7th Floor, OISE

Location: OISE, 252 Bloor Street West, Room 7-107

Telephone: 416-978-0892

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

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

The Comparative, International and Development Education Centre (CIDEC) is a research centre that has three mandates: to promote international, interdisciplinary research at OISE; to incubate new field development projects; and to provide instructional leadership in comparative and international education.

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, website and research projects.

## Transformative Learning Centre (TLC)

Centre Co-Directors: Jamie Magnusson and Blake Poland

Location: OISE, 252 Bloor Street West, Room 7-165

Telephone: 416-978-0785

Fax: 416-926-4749

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

Website: <http://tlc.oise.utoronto.ca/>

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

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## Interdepartmental Research Areas

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

### Aboriginal Education

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

#### Participating faculty:

Jean-Paul Restoule, Bonnie Burstow, Angela Miles (LHAE), Suzanne L. Stewart (APHD), Sandra Styres (CTL), Martin Cannon, G. Sefa Dei, N. Wane (SJE).

#### Further information is available from:

Jean-Paul Restoule  
Telephone: 416-978-0806  
E-mail: jeanpaul.restoule@utoronto.ca

### Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE-wide interdepartmental research area. Contact Jean-Paul Restoule (jeanpaul.restoule@utoronto.ca) for more information.

### Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work and workplace life across a wide range of sectors and settings: public, private, business, industry, not-for-profit, and community enterprises. Relevant research is being done by all faculty in this stream, and through the Centre for Learning, Social Economy & Work (CLSEW).

### Women's Studies/Feminist Studies

Students and faculty in Adult Education and Community Development, Educational Leadership and Policy, Higher Education, and Counselling Psychology Programs, and the Departments of Curriculum, Teaching and Learning, and Social Justice Education participate in this Interdepartmental Research Area. Contact Angela Miles (angela.miles@utoronto.ca) for more information.

### Course Groupings

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

### Aboriginal/Indigenous Education

The Aboriginal/Indigenous Education area underscores the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to encompass a spectrum of experiences from the local

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

### Community Development and Social Justice

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

### Global and Comparative Education

The AECD program has a long and rich history of engagement in international adult education and international participatory action research, and in the comparative study of adult literacy and community development around the world. Courses in the Global and Comparative Education area will be of interest to students from Canada and abroad who wish to understand issues of adult learning, community

to citizenship learning and participation in other countries and cultures and internationally. Courses in this area include applied courses in international program management, participatory citizenships, and on other dimensions of adult, organizational and community learning with a

### Workplace Learning and Social Change

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

The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the changing meanings of work; the impact of

hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

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

### Educational Leadership and Policy Program

# Educational Leadership and Policy Program

## Degrees

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

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

## Master of Education

The MEd program in Educational Leadership and Policy is designed primarily for students who are interested in learning the nature and practice of leadership and policy, especially with respect to social diversity and change. The MEd degree may be pursued either part-time or full-time.

### Admission Requirements

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

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

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

### Degree Requirements

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

The three program options are:

**Option II** which is comprised of:  
three required courses  
LHA1003H

the first courses taken in the student's program of study. LHA1050H 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 Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity.

Students contemplating applying to an EdD or a PhD program are strongly recommended to take option II or III. Both doctoral programs require a QRP (Qualifying Research Paper). Students should plan their MEd courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The MEd 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 have completed the defined Program Length 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. Individual Reading courses are electives and should not be taken at the beginning of a student's program. Students selecting such courses should consult their faculty advisor.

### **Off-Campus and Distance Education Courses - (MEd and Certificate students)**

Some sections of existing courses are offered off-campus and on-line in order to make them available to people in localities far from Toronto. We do not, however, offer fully on-line programs.

#### **Further information is available from:**

Joseph Flessa, Program Coordinator  
Telephone: 416-978-1187  
E-mail: joseph.flessa@utoronto.ca

## **Master of Arts**

professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The EdD degree may be commenced full-time or part-time. However, a minimum of one year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed. Most courses are scheduled in the evening to accommodate students who are working full time.

### **Degree Requirements**

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

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

A student's program of study will begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times in consultation with the student's advisor and the Program Coordinator.



Jim Ryan  
Telephone: 416-978-1152

## Degree Requirements

### **MEd in Higher Education (Non-Cohort Format) - Option IV**

- a. a half course, LHA1803H - Recurring Issues in Postsecondary Education
- b. a half course in research methods approved by the faculty advisor
- c. eight half-courses, of which at least three must be in Higher Education

### **MEd in Higher Education (Leadership Cohort Format) - Option IV**

This option will be of particular interest to working professionals and postsecondary leaders since it offers the flexibility of cohort based and compressed format scheduling.

- a. a half course, LHA1803H –Recurring Issues in Postsecondary Education
- b. a half course in research methods approved by the faculty advisor
- c. a half course in equity approved by the faculty advisor
- d. five other sequential half courses (cohort based)
- e. two elective half courses

### **For information about the MEd in Higher Education (Leadership Cohort Format), contact:**

Katharine Janzen, Coordinator, MEd in Higher Education Leadership Cohorts

Email: [katharine.janzen@utoronto.ca](mailto:katharine.janzen@utoronto.ca)

### **MEd in Health Professional Education - Option IV**

Ten half-courses in total:

- a. a half course, LHA1803H - 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 half course in research methods approved by the faculty advisor
- d. one half-course, either an elective or a required, must have an equity focus
- e. one additional half-course

### **MEd in Health Professional Education - Option II**

- a. a half course, LHA1803H - Recurring Issues in Postsecondary Education
- b. a half course in research methods approved by the faculty advisor
- c. 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
- d. one half-course, either elective or required, must have an equity focus
- e. a research project (Master's Research Paper)

### **For information about the Health Professional MEd, contact:**

Linda Muzzin, Associate Professor, Higher Education Program Coordinator

Email: [l.muzzin@utoronto.ca](mailto:l.muzzin@utoronto.ca)

### **MEd in Student Development and Student Services in Postsecondary Education - Option IV**

- a. a half course, LHA1803H - Recurring Issues in Postsecondary Education
- b. a half course in research methods approved by the faculty advisor
- c. six half-courses, of which at least three must be core courses in the Student Development and Student Services in Postsecondary Education Field
- d. one half-course, either elective or required, must have an equity focus
- e. a half course, Capstone Seminar, LHA1855H, to provide an academic synthesizing experience

### **For information about the Student Development and Student**

### **Services MEd, contact:**

Tony Chambers, Associate Professor

Email: [tony.chambers@utoronto.ca](mailto:tony.chambers@utoronto.ca)

## Master of Arts

Applicants must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level. Applicants are admitted under the General Reg7itten as pa 0 0 rg (b.)Tj 0 g ET Q BT o Cm that demonstrat,

- a collaborative pro-seminar (equivalent to one half-course)
- b. a Doctoral Comprehensive Examination
- c. a thesis reporting the results of original research on an applied topic in post-secondary education

## Doctor of Philosophy

The PhD program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research. Applicants are admitted under the General Regulations of the School of Graduate Studies.

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

### Degree Requirements

- a. a minimum of six half-courses beyond a relevant and acceptable MEd or MA. In individual cases, students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted, but additional courses in Higher Education may be required. Normally these would include:
  - LHA1803H - Recurring Issues in Post-secondary Education (which is a half course). Students who completed LHA1803H as part of their MEd or MA program must take one additional half-course in Higher Education
  - at least two half-courses in Higher Education
  - a half-course in research methodology approved by the faculty advisor
  - two half-courses selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
- b. a Doctoral Comprehensive Examination
- c. thesis reporting the results of original research in postsecondary education

### Further information is available from:

Linda Muzzin, Associate Professor, Higher Education Program Coordinator  
 Email: l.muzzin@utoronto.ca  
 Telephone: 416 978-1207

## PhD in Higher Education for Community College Leaders (CCL Cohort)

The flexible-time PhD in Higher Education for Community College Leaders launches a new cohort every three or four years. The admission and degree requirements for the CCL Cohort are generally the same as for the flexible-time PhD degree program. The main differences in focus and delivery are:

- a. the CCL Cohort is focussed on the study of community colleges
- b. is delivered in a cohort format
- c. requires a minimum of six half-courses
- d. full-time registration must be maintained from September through August each year. Flexible-time PhD students can request a switch to

part-time status after four years of full-time study

### For more information about the Community College Leadership Cohort, contact:

Leesa Wheelahan, Associate Professor and William G. Davis Chair in Community College Leadership  
 E-mail: leesa.wheelahan@utoronto.ca

## Leadership, Higher and Adult Education Courses

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### Adult Education and Community Development Program Courses

#### LHA1100H Introduction to Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include either LHA1100H (previously AEC1100H) or LHA1102H (previously AEC1102H) in their program of study.

S. Mojab, J. Sumner or Staff

#### LHA1101H Program Planning in Adult Education

This course introduces students to basic principles and processes of program planning, and how they apply to adult educational contexts. Relevant literatures and cases will be examined to illustrate differences.

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**LHA1104H Community Education and Organizing**

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

A.R. Miles

## **LHA1113H Gender and Race at Work**

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

K. Mirchandani or Staff

## **LHA1114H 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.

S. Mojab, K.Mundy

## **LHA1117H Consulting Skills for Adult Educators**

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

Staff

## **LHA1119H Creating a Learning Organization**

Peter Senge's concept of the Learning Organization has now been embedded in organizational thinking since 1990. Many organizations have struggled to create learning cultures with varying degrees of success and much has been discovered about the factors that contribute to or inhibit this success. In this course, we will look at the Learning Organization as Senge and others have conceived it through the lens of productive conversation. The course will employ a variety of learning strategies including student presentations, theory bursts and organizational simulation. As part of our process, we will examine our own ability to create a learning organization within the class and the impact that our conversations have on the quality of our own learning.

Staff

## **LHA1122H Practicum in Adult Education and Community Development (Pass/Fail)**

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.

Staff

## **LHA1131H Special Topics in Adult Education**

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

Staff

## **LHA1132H Special Topics in Women in Development and Community Transformation (Master's Level)**

This half course will be taught by the current Dame Nita Barrow Distinguished Visitor at OISE/UT, an eminent feminist leader from the global economic south. 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. Information about current and past Visitors is available on the web at:

<http://www.oise.utoronto.ca/cwse/>

A.R. Miles or Staff

## **LHA1141H 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.

Staff

## **LHA1143H 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.

A.R. Miles or Staff

## **LHA1145H Participatory Research in the Community and the Workplace [RM]**

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

Staff

## **LHA1146H 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. The theoretical approach in this course is anti-racist and anti-imperialist feminism.

S. Mojab

**LHA1148H An Introduction to Workplace, Organizational and Economic Democracy**

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

J. Quarter or Staff

**LHA1150H Critical Perspectives on Organizational Change**

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

K. Mirchandani or Staff

**LHA1152H Individual Reading 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 and Form are available from the website:

[http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg\\_ReqIndReadRsch.pdf](http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_ReqIndReadRsch.pdf) This course can also be designed as a field-based practicum in adult education and/or community development

and their functions in encouraging social engagement and challenging social norms. The course views the social economy in relation to the government and business sectors, and attempts to understand the multiple roles of organizations in the social economy as they interact with the rest of society. The course materials include innovative case studies and adult education materials.

J. Quarter, S. Ryan

#### **LHA1183H Master's Research Seminar**

This seminar is designed to support Master's students in the process of writing a thesis or a substantial research paper. 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. The course is required for all M.A. students. Full time M.A. students are encouraged to take this course at the start of their program. Part-time M.A. students should ideally take this course when they are ready to start working on their thesis proposals. The course is also open to M.Ed. Students who are interested in gaining research experience by writing a substantial research paper equivalent to a thesis.

K. Mirchandani

#### **LHA1184H 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, decolonizing 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.

J.P. Restoule

#### **LHA1185H Leadership in Organizations: Changing Perspectives**

This course provides you with opportunities to examine current principles, practices, trends and issues related to organizational leadership, and apply these concepts to your own professional practice. You will explore leadership styles, practices, tasks and models, and are encouraged to reflect on and analyze your own leadership experiences in light of theories es, prath

**LHA1192H Adult Literacies in Social Justice Perspective**

Governments, business and the media commonly point to Literacy as a solution to social and economic exclusion. In this story, people can overcome exclusion by becoming more Literate, that is, by acquiring the standardized, dominant language and literacy practices used in schools, government and the media. But recent international theories of adult literacy point in another direction, emphasizing the social, economic and





the pedagogical dimensions of experimental designs of participatory democracy, with a focus on participatory budgeting. We analyze selected Canadian and international case studies of participatory budgeting, and discuss new experiments like legislative theatre and children's participatory budgeting. Throughout the course, the study of lifelong learning and democratic citizenship is related to discussions about the state, the market and civil society, global-local dynamics, inequalities, power, social reproduction and social change. The course includes a variety of formats (class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings).

Staff

**LHA3183H Mapping Social and Organizational Relations in Education**

This course teaches institutional ethnography (IE), a powerful method of social analysis for marginalized people in our society developed by

responsibility of the individual student. The course will be open to students who have completed the core CIDE course, CIE1001H, and at least one other CIDE course.

NOTE: Students who have previously taken CTL6797H are prohibited from taking this course.

K. Mundy, V. Masemann, Staff

#### **CIE1005H 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.

Staff

#### **CIE1006H Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization**

The course aims to: (i) explore national and *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization* drawing on experience and scholarship; (ii) provide opportunities for in depth engagement both with leading scholars acting as faculty and with students from other universities; and (iii) build global professional networks among students and faculty. Students are expected to: (i) engage with key concepts relevant to democratic education such as: democracy, citizenship, human rights, antiracism, discrimination, equalities; (ii) interrogate transnational research and scholarship on *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization*, using a variety of perspectives including sociology, political science and pedagogy; (iii) critically evaluate and compare different national and international approaches to democratic citizenship education; (iv) apply understandings of democracy and human rights to educational contexts; and (v) develop and implement policies and programs for democratic education. Based on a seminar mode, each school of education will suggest a number of faculty/professor as guest speakers in the area broadly defined as *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization*. From the pool of the professors, the U of T course director and collaborating faculty from of the other two institutions will select 3 to 4 guest speakers for the course on each offering. This course will be offered on-line to ensure synchronous delivery and participation of students across three different time zones: Toronto, London and Melbourne, each of the 12 sessions will take 2 hours only without break. Each guest speaker will be offering a brief lecture up to 15 minutes highlighting key issues around the topic of their scholarship. The rest of the class will be based on various forms of critical dialog and discussion (individual, group and whole class active learning activities). The speakers will also provide 2 to 3 readings (one from their publications and two from other scholars' works), which will be distributed prior to the session and will be available on the online forum. Based on the primacy of dialogue, each topic/session is expected to ensure that the participants' personal knowledge, the readings, and the instructors' knowledge are brought into synthesized and integrated learning outcomes. Instructional variety

**LHA1016H 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.

S. Anderson

**LHA1018H Political Skill in the Education Arena**

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

J. Ryan

**LHA1019H Diversity and the Ethics of Educational Administration**

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their plann-

M.A. Zuker

**LHA1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change**

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.

NOTE: All master's candidates are strongly recommended to take LHA1040H as one of the first courses in their program.

N. Bascia and Staff

**LHA1041H Educational Administration II: Social and Policy Contexts of Schooling**

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take LHA1041H as one of their first courses in their program.

J. Flessa, R. Joshee and Staff

**LHA1042H Educational Leadership and Cultural Diversity**

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

**LHA1045H Language Policy Across the Curriculum**

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture

schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

Staff

**LHA1047H Managing Changes in Classroom Practice**

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

S. Anderson

**LHA1048H Educational Leadership and School Improvement**

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

J. Ryan

**LHA1050H Themes and Issues in Change, Leadership, Policy, and Social Diversity**

This course has been designed to be the final course for students in the 10-course M.Ed. Program in Educational Administration. The course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

S. Anderson, R. Joshee, J. Ryan and Staff

**LHA1052H Individual Reading and Research in Educational**

# Leadership, Higher and Adult Education

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concepts.

NOTE: Enrolment restricted to students in OISE PQP 1.

J. Flessa and Staff

## **LHA1061H School Leadership Seminar 2**

This is the second of two courses which explores the role of the principal, one of the most influential roles in our educational system. It provides a foundation for candidates assuming the role of principal or vice-principal in Ontario schools and is one component of ongoing professional learning focused on the development of the personal and professional knowledge, and the skills and practices that lead to exemplary practice in the role of principal. The program is designed to support candidates in becoming reflective educational leaders who are informed consumers of education research in their ongoing professional growth, and who can lead effectively in the dynamic, diverse contexts of Ontario, characterized by rapidly changing events and circumstances.

NOTE: Enrolment restricted to students in OISE PQP 2.

J. Flessa and Staff

## **LHA3022H The Investigation of School Culture: An Examination of the Daily Life of Schools**

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

## **LHA3025H Personal and Professional Values of Educational Leadership**

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

Staff

## **LHA3029H Special Topics in Educational Administration**

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

Staff

## **LHA3030H Advanced Legal Issues in Education**

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

M. Zuker

## **LHA3037H Strategic Planning in Educational Organizations**

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

Staff

## **LHA3040H Administrative Theory and Educational Problems I: People and Power in Organizations**

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

J. Flessa

## **LHA3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education**

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration

R. Joshee and Staff

## **LHA3042H Field Research in Educational Administration [RM]**

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

J.J. Ryan

## **LHA3043H Survey Research in Educational Administration [RM]**

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

R. Childs and Staff

## **LHA3044H Internship/Practicum in Educational Administration**

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

Staff

**LHA3045H Educational Policy and Program Evaluation**

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

N. Bascia

**LHA3046H Gender Issues on Educational Leaderships**

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

**LHA3047H Research Seminar on Leadership and Educational Change**

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

Staff

**LHA3052H Individual Program Research Applications for Doctoral Degree (Change)** Tj 0 g ETf T 1 0 0 1 36 350Ccal meescrippartisameacte1f 0 earch capa

#### **LHA1807H Strategic and Long-Range Planning for Postsecondary Systems**

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE: This course with a systems focus complements LHA1811H, which has an institutional focus.

Staff

#### **LHA1808H Research in Health Professional Education [RM]**

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.

NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education

Staff

#### **LHA1809H 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.

Staff

#### **LHA1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health 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 Standardized Patient performance-based testing are amongst the methods that will be presented.

Staff

#### **LHA1811H Institutional Research and Planning [RM]**

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.

NOTE: This course with an institutional focus complements LHA1807H, which has a systems focus.

Staff

#### **LHA1812H 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 globalization 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.

L. Muzzin

#### **LHA1813H Issues in Cognitive and Educational Psychology: Implications for Health 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 skills such as classification, problem solving, decision making, 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.

Staff

#### **LHA1817H Nurturing 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 revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural.

L. Muzzin

#### **LHA1819H Governance in Higher Education**

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

G.A. Jones

#### **LHA1820H Special Topics in Higher Education: Master's Level**



**LHA1826H Comparative Higher Education**

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

R.E.S. Hayhoe

**LHA1828H Evaluation in Higher Education [RM]**

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

R. Childs

**LHA1832H East Asian Higher Education**

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical 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.

R.E.S. Hayhoe

**LHA1833H Academic Capitalism: Higher Education with a Corporate Agenda**

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

L. Muzzin

**LHA1834H Qualitative Research in Higher Education [RM]**

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

beyond postsecondary education.

T. Chambers

**LHA1845H Applications in the Student Experience [RM]**

This course will provide students an opportunity to apply knowledge, reflections and skills developed in the Student Experience in Postsecondary Education course, "The Student Experience in Postsecondary Education", and their experiences working in areas

## LHA1855H Capstone in Student Development and Student Services

This course will provide students in the Student Development and Student Services in Postsecondary Education field in the Higher Education M.Ed. to review and apply the lessons from courses taken in their Master's degree program and in the their required core courses in their designated field. The course will be presented as a seminar with extensive readings and discussions, faculty and guest presentations, student projects and a culminating project that demonstrates student ability to apply their cumulated knowledge of the field to an existing organizational challenge.

T. Chambers

## LHA2006H Educational Finance and Economics

The course is about the resources —public and private —that support schools, colleges, and universities: how the resources are raised, how they are allocated, how they are budgeted for, how they are economically justified, and how they are accounted for. The course is also about the connections: connections between investments in education and the larger economy, between the organization of systems and the way funding is allocated and accounted for, between forms of budgets and the efficiency with which funding is deployed, and between funding and educational quality. Although the ideas of classical economists —Smith, Ricardo, Marx, Becker, Rostow —about the formation of human capital will be discussed, the course does not require a background in economic theory.

NOTE: Students who have taken TPS1017H or TPS1841H are not eligible to take this course for credit.

D. W. Lang and Staff

## LHA3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

## LHA3820H Special Topics in Higher Education: Doctoral Level

Course description same as LHA1820H.

Staff

## LHA3852H Individual Reading and Research in Higher Education: Doctoral Level

Course description same as LHA1852H.

Staff

## Other courses accepted for credit in the Higher Education Program

(For descriptions, see relevant department course listings)

**NOTE:** In addition to LHA1802Y, LHA1803H, LHA1805H, LHA1806H, LHA1807H, LHA1809H, LHA1811H, LHA1812H, LHA1817H, LHA1819H, LHA1821H, LHA1825H, LHA1826H, LHA1828H, LHA1832H, LHA1833H, LHA1834H, LHA1836H, LHA1837H, LHA1843H, LHA1844H, LHA1845H, LHA1846H, LHA1847H and LHA1848H, the following courses are accepted for credit in Higher Education:

APD1207H Counselling Topics in Sexual Orientation and Gender Identity/Diversity

APD1216H Psychoeducational Assessment

LAW384H Intellectual Property

LHA1107H Developing and Leading High Performing Teams:Theory and Practice

LHA1114H Comparative and International Perspectives in Adult Education

LHA1131H Teaching, Learning, and Working in Nonprofit Organizations

LHA1146H Women, War and Learning

LHA1181H Embodied Learning and Qi Gong

LHA3045H Educational Policy and Program Evaluation

LHA3104H Political Economy of Adult Education in Global Perspectives

LHA3140H Post-Colonial Relations and Transformative Education

LHA3145H Advanced Issues in Educational Policy Analysis and Program Evaluation

SOC6019H The Sociology of Gender and Work

**NOTE:** In addition to Research Methods [RM] courses offered in Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

### Educational Leadership and Policy:

LHA3043H Survey Research in Educational Administration [RM]

### Curriculum, Teaching and Learning:

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education

CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]

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

CTL1810H Qualitative Research in Curriculum and Teaching [RM]

CTL1861H Critical Ethnography [RM]

### Applied Psychology and Human Development:

APD1288H Intermediate Statistics and Research Design [RM]

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

### Social Justice Education:

SJE1905H Qualitative Approaches to Sociological Research in Education [RM]

SJE3930H Advanced Seminar on Feminist Methodology and Education [RM]

### Department of Public Health Sciences, University of Toronto:

CHL5111H Qualitative Research Methods

CHL5115H Topics in Qualitative Research

### Faculty of Nursing, University of Toronto:

NUR1024H Qualitative Research: Foundations, Methods and Designs

### Courses that fulfill the Health Professions' Requirement for the MED Program:

CHL5607H Teaching and Learning by the Health Professions: Principles and Theories

LHA1173H Creativity and Wellness: Learning to Thrive

LHA1181H Embodied Learning and Qi Gong

LHA1804H Issues in Medical/Health Professional Education

LHA1808H Research in Health Professional Education [RM]

LHA1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

LHA1812H Education and the Professions (can be used for regular or health requirement)

LHA1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

LHA1817H Nurturing Professional Education (can be used for regular or health requirement)

LHA1837H Environmental Health, Transformative Higher Education and

## Leadership, Higher and Adult Education

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Policy Change: Education Toward Social and Ecosystem Healing (can be used for regular or health requirement)

## **Social Justice Education**

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### **Social Justice Education (SJE)**

**Codes:**

= Field

= Collaborative Program

#### **Social Justice Education Program - MEd, MA, EdD, PhD**

*Aboriginal Health* - MEd, MA, EdD, PhD

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

full-time or part-time basis.

One **required** half-course, **SJE1903H**

including the **required** half-course, **SJE3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis). Additional courses may be required, and some students may be required to take other specified courses in research methods and/or theory. At least 2.0 FCEs of students' PhD coursework must be taken within SJE. Students who are registered in a collaborative program may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

Flexible-time PhD students register full-time during the first four years and may be part-time thereafter, with their Department's approval. The flexible-time PhD degree is designed to accommodate demand by practicing professionals for a PhD degree that permits continued employment in areas related to their fields of research. Degree requirements for the flexible-time PhD programs are the same as for full-time PhD studies: at least 3.0 FCEs, of which at least 2.0 FCEs must be taken in SJE, with the possibility to apply for a reduction of 0.5 FCE in the SJE course requirement if the student is also registered in a collaborative program.

**NOTE:** The **required** half-course, **SJE3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis) is taken in **year one** of the program.

All PhD students must complete a **comprehensive examination**:

- Students are encouraged to take, as part of their program requirements, one half course (0.5 FCE) focused on the substantive area on which they will be examined.
- Students choose one of the following:
  - a major paper (30 to 40 pages); or
  - a substantive course outline (30 to 40 pages) for a topic of interest to the student within the area of social justice education; or
  - a solid draft of a scholarly article.
- The option selected and the date for the comprehensive exam will be decided by the student and the supervisor. The comprehensive exam should be taken no later than the end of Year 3 (end of Year 4 for flexible-time students).
- A student who fails the comprehensive exam will be permitted one additional attempt to pass. A second failure will result in the recommendation for termination of the student's registration.
- Comprehensive exams will be graded on a pass or fail basis.

All PhD students must submit a thesis and defend it at a Doctoral Final Oral Examination. The thesis must embody the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must have an approved thesis topic, supervisor, and an approved thesis committee by the end of the third year of registration, and must have completed all other program requirements.

## **Social Justice Education Courses**

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### **Social Justice Education Courses**

#### **SJE1419H 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:** SJE1419H is compulsory for all students in the MA, EdD, and PhD programs who will be developing a thesis topic in the History of Education.

Staff

#### **SJE1422H Education and Family Life in the Modern World: I**

**SJE1440H 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.

D. Boyd/ Staff

**SJE1447H 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.



of the humanities and social sciences, and explore multi- and interdisciplinary studies in education, with a focus on history, philosophy, sociology and social justice education.

NOTE: Effective May 1, 2014, this course will be a required core course for all new SJE students.

Staff

**SJE1905H Qualitative Approaches to Sociological Research in Education [RM]**

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.

M. Heller

**SJE1906H Integrating Research and Practice in Social Justice Education**

The course will be offered as the final and culminating course for Masters of Education students in SJE who wish to complete a project synthesizing their educational experience with their professional,

**SJE1923H Racism, Violence, and the Law: Issues for Researchers and Educators**

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-violence strategies. How should educators respond to the world post 911? Are we in a new age of empire? What is the connection between historical moments of extraordinary racial violence and our everyday

placed on current and future research and mobilizing, considering in turn the implications for political, historical, and educational change.

Enrolment Limits: 25

**SJE1951H The School and the Community/L'école, la participation parentale et la communauté**

This3unauté

**SJE1982H Women, Diversity and the Educational System**

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

Staff

**SJE1989H Black Feminist Thought**

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

N. Wane

**SJE1992H 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.  
R. S. Coloma

**SJE2941H Bourdieu: Theory of Practice in Social Sciences**

This course provides a theoretical examination of how social inequities are being (re)produced in everyday life, namely through education. It will focus on the work and influence of sociologist Pierre Bourdieu. It will also introduce students to scholars who have since used his concepts and methodology and/or have critiqued Bourdieu. Questions of inequities are being in vivo, unveiling complex processes of inequalities taking shape through the structuring of formal education as well as through race, class, gender and other interlocking systems of oppression.

Ce cours a pour but d'étudier la construction des systèmes de stratification selon la classe sociale et le sexe b3on d class,

**SJE3491H EdD Seminar in the History of Education: II**

Course description same as SJE3490H.

Staff

**SJE3904H Advanced Sociological Theory in Education**

This course will explore some of the 'classical' questions and arguments in sociological theory, and 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

articulating anti-colonial theory as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness; the conceptualization of power configurations embedded in ideas, cultures and histories of marginalized communities; the understanding of Indigeneity as pedagogical practice; the pursuit of agency, resistance and subjective politics through anti-colonial learning; the investigation of the power and meaning of local social practice/action in surviving colonial and colonized encounters; and the identification of the historical and institutional structures and contexts which sustain intellectual pursuits. Students and instructor will engage in critical dialogues around intellectual assertions that the anti-colonial is intimately connected to decolonization, and by extension, decolonization cannot happen solely through Western scholarship. We will ask: How can educators provide anti-colonial education that develop in learners a strong sense of identity, self and collective respect, agency, and the kind of individual empowerment that is accountable to community empowerment? How do we subvert colonial hierarchies embedded in conventional schooling? And, how do we re-envision schooling and education to espouse at its centre such values as social justice, equity, fairness, resistance and decolonial responsibility?

Staff

### **SJE3915H Franz Fanon and Education**

What accounts for the "Fanon Renaissance"? Why and how is Fanon important to schooling and education today? This upper level graduate seminar will examine the intellectual contributions of Franz Fanon as a leading anti-colonial theorist to the search for genuine educational options and transformative change in contemporary society. The

## **JHS1916H Studying the Graduate Student Experience**

This course will give students an opportunity to address issues that have both theoretical resonance and practical relevance for them. Beginning with a review of the Canadian postsecondary context and international comparisons, we then consider appropriate methods and theories for studying the graduate student experience. We proceed to a series of topics that relate to graduate programs and degrees, drawing on the research literature. These topics focus on issues that arise as students navigate through programs and into 'life after graduate school', including identity, writing, classroom experiences, disciplinary differences, the 'hidden curriculum', and thesis supervision. Integrated into the course will be an opportunity to do some qualitative interviewing of other students. Equity issues and comparative perspectives will be found throughout the course readings.

S. Acker

## **JHS3932H 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.

Staff

## **JSA5147H Language, Nationalism and Post-Nationalism**

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

M. Heller

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

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

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

M. Heller

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

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

Staff

## **WPL2944H Sociology of Learning and Social Movements**

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory -- that to date have encountered one another only rarely and when so, virtually always inadequately. Our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, outcomes and change. The course will emphasize learning as a unified composite of individual and collective human change in relation to socio-cultural and material perspectives primarily, the participatory structures of social movements as well as traditional changes in consciousness, skill and knowledge amongst participants. We will draw on both advanced theories of education/learning understood in the context of the long-established sociological sub-tradition known as 'social movement studies' and 'social movement theory'. The course will take a critical approach to social movement studies introducing the inter-disciplinary history of social movement studies over the 20th century followed by reviews of canonical theories of political process and the polity model approach, resource mobilization, frame analysis, neo-frame analysis, contentious politics, dynamics of contention and contentious performances. A significant proportion of the course will involve detailed secondary analysis of a specific social movement of the student's choosing, and will demand regular research reports that are meant to serve as a resource for our collective learning as well as to support the production of individual final papers directly. The course is highly recommended to advanced masters as well as doctoral students. No prerequisites are required.

P. Sawchuk

### **WPL3931H Advanced Studies in Workplace Learning and Social Change**

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area. The course will include exploration of advanced case study research as well as national and international survey research, and encourage the linkages with students doctoral thesis work. Weekly seminars will be held.

P. Sawchuk





## 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:

K. Bickmore, C. Connelly, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T.

### The Nature and Development of Literacy

## The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: C. Bereiter, E. Geva, and D.M. Willows (APHD); D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas (CTL); B. Burstow, S. Ryan and P. Sawchuk (LHAE); M. Heller (SJE).

#### Further information is available from:

E. Geva (APHD) or A. Cumming (CTL); and P. Sawchuk (LHAE); and M. Boler (SJE).

### Women's Studies/Feminist Studies

## Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE involves faculty and students from some programs in Departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Leadership, Higher and Adult Education (LHAE); and Social Justice Education (SJE). Women's Studies/Feminist Studies faculty in these programs may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE and at other departments of the university in the areas of women's/feminist studies. The bases for this research area include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, the journal *Resources for Feminist Research*, and the Centre for Women's Studies in Education (CWSE) which has a strong and active research based program.

**NOTE:** There is also a university wide Collaborative Graduate Program in Women and Gender Studies (CWGS) open to OISE students.

Faculty who participate in the Women's Studies/Feminist Studies interdepartmental research area include:

N. Piran, L. Stermac and M.S. Schneider (APHD); K. Bickmore, K. Cooper, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, C. Morgan, S. Peterson and H. Sykes (CTL); N. Bascia, B. Burstow, J. Gaskell, R. Joshee, J. Magnusson, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy

and L. Muzzin (LHAE); M. Boler, D. Farmer, S. Razack, E. Smyth and N. Wane (SJE).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available on the CWSE website at: <http://www.oise.utoronto.ca/cwse/>

#### Further information is available from:

The CWSE Office  
Telephone: 416-978-2080  
E-mail: [cwse@utoronto.ca](mailto:cwse@utoronto.ca)  
Website: [www.oise.utoronto.ca/cwse](http://www.oise.utoronto.ca/cwse)

## **Research and Field Activities**

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The research and development program of OISE fosters improvement in Ontario education and complements the academic programs of OISE departments. OISE's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE or by the sponsoring agency, or appear in journals produced by OISE (*Curriculum Inquiry*, *Orbit*, *Resources for Feminist Research/Documentation sur la recherche féministe*), in international journals or in other publications. OISE Research Reports can be found in the OISE Education Commons Library.

## **Research and Development Centres**

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

### **Centre for Diversity in Counselling & Psychotherapy (CDCP)**

The Centre for Diversity in Counselling and Psychotherapy is an interdisciplinary centre dedicated to research and development of multicultural and diversity issues in counselling and psychotherapy, focusing particularly on the stigmatized social identities of gender, race, sexual orientations, class, disabilities, religion, and age.

One of the key objectives of the centre is to facilitate research and scholarship on the integration and intersection of various marginalized

from school to work.

#### Centre de recherches en éducation franco-ontarienne (CREFO)

## Centre de recherches en éducation franco-ontarienne (CREFO)

**Directrice :** Diane Farmer

Département : Social Justice Education

Téléphone : 416-978-1978

Télécopieur : 416-926-4714

Courrier électronique : [dfarmer@oise.utoronto.ca](mailto:dfarmer@oise.utoronto.ca)

Lieu : 252 rue Bloor Ouest, 6-111

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 éducatives et sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à l'expérience scolaire, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

#### Centre for Integrative Anti-Racism Studies (CIARS)

## Centre for Integrative Anti-Racism Studies (CIARS)

**Heads:** George Dei

Department: Social Justice Education

Location: 252 Bloor Street West, Room 12-272

Telephone: 416-978-0797

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

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 OISE.

OISE faculty and instructors affiliated with CMCE: Megan Boler, Kathleen Gallagher, Peter Trifonas, Margaret Wells and Rinaldo Walcott.

**Centre for Science, Mathematics and Technology Education**

## **Centre for Science, Mathematics and Technology Education**

**Director:** John Wallace  
Department: Curriculum, Teaching and Learning  
Location: 252 Bloor Street West, Room 11-252  
Telephone: 416-978-0085  
E-mail: [j.wallace@utoronto.ca](mailto:j.wallace@utoronto.ca)  
Website: [www.oise.utoronto.ca/smt](http://www.oise.utoronto.ca/smt)

The Centre for 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 Science, Mathematics and Technology Education was established in 1999 in the Department of Curriculum, Teaching and Learning. Our goal is to have immediate and significant impact on science, mathematics and technology education with a focus on equity

and Adult Education

Location: 252 Bloor Street West, Room 7-107

Telephone: 416-978-0892

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

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

# Fees

To be officially registered, tuition fees must be paid or arrangements made for a Fee Deferral, if applicable.

## Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following if in the same degree, except for part-time Special Students and for certain degree students.

All academic programs specify a defined Program Length. Master's degree students will find the Program Length on their offer of admission. This period establishes the minimum degree fee which must be paid before graduation.

**Full-time master's students undertaking a degree that requires a**

**comprehensive exam**



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 \$17,000 and \$27,000 plus tuition fees.)

**The University Health Insurance Plan (UHIP)** fee is a compulsory non-Academic Fee for international students. In 2014-15 the cost for twelve months was \$648 for a single student. Students with families pay additional fees.

**Further information is available from:**

The UHIP Office  
Telephone: 416-978-0290  
Website: [www.uhip.ca](http://www.uhip.ca)

## Late Payment Fees

A late payment fee of \$44 plus \$5 for each day of delay will be assessed against any student enrolled in Summer, Fall or 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 65% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material that will be sent to students. The balance of the required fees is due without further notice and is subject to a service charge.

## Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2014-15 academic year the minimum charge was \$249.00.

## Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2014-15 academic year the service charge was 1.5% per month, compounded.

## Fees/Convocation

Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc. (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will be allowed to participate in the ceremony and have their names appear on the convocation program. However, they will not receive their Diploma until all outstanding fees have been paid.

## Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and

equipment):

Statements of results and/or official transcripts of record will not be issued.

Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.





equivalent to the annual income to a maximum of \$1,500 per academic

diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:

Bill Reith

Scholarship Committee

Ontario Secondary School Teachers' Federation

60 Mobile Drive

Toronto, Ontario M4A 2P3

Telephone: 416-751-8300

Application deadline is January 31.

## OISE Bursary

The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP. Bursary applications are considered regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: [http://www.oise.utoronto.ca/ss/Financial\\_Aid\\_Awards/The\\_OISE\\_Bursary\\_Program/index.html](http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/The_OISE_Bursary_Program/index.html)

## Emergency Student Loans

OISE has a small short-term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE.

## **Student Services and Facilities**

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Information regarding OISE Student Services resources and programming can be found at: <http://www.oise.utoronto.ca/ss>

Information on all major University of Toronto student services and facilities is provided at: <http://studentlife.utoronto.ca>