

OISE Graduate Studies in Education Bulletin

2016-2017

Updates

This is a complete list of updates and changes made to the Bulletin since it was published in April, 2016.

Administrative Officers

- The listing of the Administrative Officers for the Concurrent Teacher Education Program was modified.

Sessional Dates and Deadlines

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 Ontario Institute for Studies in Education (Institut d'études pédagogiques de l'Ontario de l'Université de Toronto) (OISE) has, for more than a century, made a major contribution to advancing education in Canada and around the world. With approximately 100,000 alumni worldwide, over 3,000 students in teacher education and graduate programs, close to 7,500 continuing education students annually, 19 research centers and institutes and four academic departments, OISE is among the University of Toronto's largest faculties. As such, it is one of the largest and most research-intensive faculties of education in North America. Its distinguished faculty and researchers examine major issues in education, human development and professional practice with a view to their contemporary and future impact on pedagogy, policy and society. An intellectually rich and supportive environment, guided by the highest standards of scholarship and a commitment to equity and social justice, OISE strives to pose and respond to the critical questions that inform change and inspire action in the professional practice of the many thousands of educators, researchers, professionals, policy makers, community leaders and other influencers who make up OISE's community worldwide.

History

OISE's proud history dates back to 1906, when the Faculty of Education at the University of Toronto was founded following a Royal Commission report arguing that the "Teaching of education is best performed where the theory and practice can be made to supplement each other." The Faculty established the University of Toronto Schools (UTS) in 1910, to

W. Pitman 1986 –1992
B. Shapiro 1980 –1986
C.C. Pitt 1975 –1980
R.W.B. Jackson 1965 –1975

Administrative Officers (Partial List)

School of Graduate Studies

Locke Rowe, PhD
Dean, Graduate Studies and Vice-Provost, Graduate Research and Graduate Studies

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"

www.convocation.utoronto.ca)

June 17

Deadline for dropping 2016 Summer Session, May to August courses, without academic penalty

June 21

Course selection for 2016 Fall and 2017 begins 6:00 am via ACORN

June 23

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 24

Final date for Special Students to submit a complete application for admission to the 2016 Fall Session

June 24

Deadline for adding 2016 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 4

Lectures begin for the 2016 Summer Session, second term

July 4

Master of Teaching Program second Summer Session courses begin (July 4 to August 12)

July 8

Deadline for registration, without late fee, for 2016 Summer Session, second term

July 11

Deadline for adding 2016 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 15

Grade submission date for 2015 Summer Session, first term courses. Grades will be available on ACORN approximately one week after this date

July 15

Deadline for dropping 2016 Summer Session, second term courses, without academic penalty

August 1

Civic Holiday (University closed)

August 2

Registration for Fall Session begins

August 12

Last day of 2016 Summer Session, second term lectures

August 29

Last day for payment of tuition fees to meet registration deadline

September 1

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

September 2

Deadline for adding 2016 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the

beginning of classes is required

September 2

Deadline for submission of Individual Reading and Research course approval forms for 2016 Fall Session and full-year courses, to be submitted to the Office of the Registrar and Student Services, Registration Team

September 5

Labour Day (University closed)

September 6 - 9

Master of Teaching program orientation week

September 9

Grade submission date for 2016 Summer Session, completed courses. Grades will be available on ACORN approximately one week after this date

September 9

Deadline for SDF designation for 2016 Winter Session courses to be changed to a regular grade or a failing grade

September 12

Lectures begin for the 2016 Fall Session and full-year courses

September 12

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

September 15

Final date to submit final doctoral theses to SGS to avoid fee charges for 2016-17

September 16

Registration for Fall Session ends. After this date, a late registration fee will be charged

September 16

Final date to request a deferral of admission from the 2016 Fall Session to the 2017 Fall Session

September 25

Deadline for final oral examinations for EdD and PhD degrees to be conferred at Fall Convocation. Arrangements must be made through the Office of the Registrar and Student Services, Registration Team at least eight working weeks before this date.

September 26

Deadline for adding 2016 Fall Session and full-year courses

September 30

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

October 3

Final date for Special Students to submit a complete application for admission to the 2017 Winter Session

October 10

Thanksgiving Day (University closed)

October 15

Deadline for master's students to request convocation in March (in

October 21 & 28

Master of Teaching program observation days

October 31

Master of Teaching program fall Practicum (to November 25)

October 31

Deadline for withdrawing from 2016 Fall Session courses without academic penalty

November 8

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

November 15

Deadline for submitting a complete application for admission to degree programs beginning in the 2017 Fall Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

December 2

Last day of lectures for the 2016 Fall Session

December 12

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

December 13

Deadline for adding 2017 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

December 15

Deadline for submission of Individual Reading and Research course approval forms for the 2017 Winter Session to be submitted to the Office of the Registrar and Student Services, Registration Team

December 16

Last day of lectures for 2016 Fall Session for the Master of Teaching

December 21 - December 30

University closed

2017

January 2

University re-opens

January 2

Lectures begin for courses within the Master of Teaching Program (one week earlier than other OISE graduate courses due to professional certification requirements)

January 9

Lectures begin for the 2017 Winter Session (those in the Master of Teaching Program begin the week of January 2)

January 13

April 13

Last day of lectures for the 2017 Winter Session for the Master of Teaching

April 13

Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Arrangements must be made through the Office of the Registrar and Student Services, Registration Team, at least eight working weeks before this date

April 13

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

April 14

Good Friday (University closed)

April 14

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

May 5

Final date for Special Students to submit a complete application for admission to the 2017 Summer Session, second term

May 12

Grade submission date for 2017 Winter Session and full-year courses. Grades will be available on ACORN approximately one week after this date

May 12

Deadline for SDF designation for 2016 Fall Session courses to be changed to a regular grade or a failing grade

May 22

Victoria Day (University closed)

June TBA

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

June TBA

Course selection for 2017 Fall and 2018 Winter becomes available

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 the time of compilation of this *Bulletin*, the 2016-17 fees schedule has not yet been established; the amounts quoted in the Fees section, are from the 2015-16 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 issued if a condition attached to an offer of admission is not yet satisfied (a valid TCard provides access to University services including library privileges and athletic facilities).

Accepted applicants are encouraged to satisfy all conditions of admission as soon as possible. At the latest, appropriate documentation must be received in the OISE Office of the Registrar and Student Services, Admissions Team, 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 issued and students may then proceed to register in their program.

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

www.oise.utoronto.ca/ro/Graduate_Admissions/Newly_Admitted_Students

Questions should be directed to the OISE Office of the Registrar and Student Services, Admissions Team.

Continuity of Registration

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 Office of the Registrar and Student Services, Registration Team, 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).

- APD:** Applied Psychology and Human Development
CTL: Curriculum, Teaching and Learning
SJE: Social Justice Education
LHA: Leadership, Higher and Adult Education

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.

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, MEd, EdD and PhD Students

Course selection information for the 2016 Summer Session will be available in mid-March, with online course selection taking place March 31. The 2016 Fall Session and the 2017 Winter Session course list will be available in June on the Office of the Registrar and Student Services' website, with selection taking place on June 21.

Students should select courses as early as possible by using the Web service at www.acorn.utoronto.ca (previously www.rosi.utoronto.ca).

NOTES:

1. For courses which require the instructor's approval or which are extra to your program of study, return the completed course Add/Drop Form to the Office of the Registrar and Student Services, Registration Team.
2. Course selection does not constitute official registration in programs or courses. Your tuition fees must be paid to complete the process.

3. If you are unable to get into the courses of your choice, you might consider attending the first class to speak to the instructor regarding possible enrollment in the course.

Criminal Record Report

School Board Requirements

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

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

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

The Ontario College of Teachers Certification

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

A full course normally meets for two sessions. One half-course constitutes a part-time program of study in the Summer Session - one in

Session, one in either the First Term (May-June) OR one in the Second Term (July-August).

All PhD students, and EdD students who have completed one-year of

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

Community Development - MA

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

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.

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

Degree Requirements

The two-year MA requires the successful completion of the equivalent of 20 half-courses. Although, a thesis paper is not required, students in the Research-Intensive Training field must complete a Major Research 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

Placements usually 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.

First Year Courses

In addition to **two elective half-courses** that must be completed prior to the start of the second year of the program, the following required courses are to be taken:

- APD2200Y Child Study: Observation, Evaluation, Reporting and Research
- APD2201Y Childhood Education Seminar and Practicum
- APD2210Y Introduction to Curriculum I: Core Areas
- APD2220Y Teaching Practicum
- APD2280H Introduction to Special Education and Adaptive Instruction

Students in the PBI field must also complete: APD1226H Foundations in Inquiry and Data-based Decision-Making.

Students in the RIT field must also complete: APD1209H: Research Methods and Thesis Preparation in AP&HD.

NOTE: Students without undergraduate courses in child development must take APD1201H (Child and Adolescent Development) as one of their electives.

Second Year Courses

Academic Term:

The following required courses are to be taken:

- APD2211H Theory and Curriculum I: Language and Literacy
- APD2212H Theory and Curriculum II: Mathematics
- APD2214H Introduction to Curriculum II: Special Areas

Internship Term:

The following required courses are to be taken:

- APD2202H Childhood Education Seminar II: Advanced Teaching
- APD2221Y Advanced Teaching Practicum (full course)

Students in the PBI field must also complete APD1227Y: Professional Practice Project in the second year of the program.

Students in the RIT field must also complete APD2001Y: Major Research Paper in the second year of the program.

In addition, students must demonstrate knowledge of the acts and regulations respecting education in Ontario. *Registration in the second year is contingent upon successful completion of all first year work.*

Depending on their career goals, students may wish to select courses and placements to focus on particular areas.

Special Education

Students planning a career in special needs education may consider Special Education as a focused area of study.

All students interested in special education are encouraged to complete at least one of the recommended special education electives.

Early Childhood

Students interested in Kindergarten and Early Childhood programs may consider Early Childhood as a focused area of study. Such students are strongly encouraged to complete one recommended Early Childhood elective course, plus an internship in a Kindergarten class.

Counselling & Clinical Psychology Program

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

- A minimum of 5.0 FCEs:
 - 2.5 FCEs in Counselling and Psychotherapy:

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.

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:
 - APD1263H Research Methods for Clinical and Counselling 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 Director of Clinical Training.
- **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

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 academic and professional 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 mainly 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 often possess a teaching certificate and at least 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

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

Applied Psychology and Human Development

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 Neuropsychology
- 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. Early in their program, 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

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

APD1227Y Professional Practice Project

Through a guided experience based on their school internships, students will implement the professional learning cycle in authentic contexts of practice to complete a professional practice project. The course is grounded in two of the Ontario College of Teachers Standards of Practice: Ongoing Professional Learning and Leadership in Learning Communities. Students will gain experience as "activators" of their own continuous professional learning processes as they work to improve their practice as beginning teachers, and as "facilitators" who actively create the conditions for the impactful professional learning of others.

Prerequisite: APD1226

Dr. Steven Katz

APD1228H Individual and Group Psychotherapy: Family and Couples Counselling

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

Staff

APD1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental

Applied Psychology and Human Development

APD1256H Child Abuse: Intervention and Prevention

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

K. Scott and R. Volpe

APD1259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood.

Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

Staff

APD1261H Group Work in Counselling and Psychotherapy

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

Staff

APD1262H Educational and Psychological Testing for Counselling

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

Staff

APD1263H Research Methods for Clinical and Counselling Psychology [RM]

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

Staff

APD1265H Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

M.L. Arnold, R. Volpe

APD1266H Career Counselling and Development: Transition from School to Work

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

by permission of instructor.

C. Chen

APD1268H Career Counselling and Development: Transitions in Adulthood

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

C. Chen

APD1269H Use of Guided Imagery in Counselling and Psychotherapy

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

Staff

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.

Staff

APD1278H Cognitive Therapy

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

Staff

APD1279H Preventative Interventions for Children at Risk

This course examines evidenced based efforts to prevent problems that place children and youth at risk. Focus will be on ways of reducing risk and increasing protective factors. Coverage includes interventions that effectively deal with health, social, and educational issues impacting well being and life chances. Poverty, chronic illness, and intentional and unintentional injury are some of the areas surveyed.

R. Volpe and Staff

**APD1284H Psychology and Education of Children and Adolescents
with Behaviour Disorders**

Psychological and educational characteristics of children and
adolescents with behaviour disorders with an emphasis on the interplay

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 and Physical Education curriculum (movement competence strand), the Arts curriculum (music, drama, visual arts, dance), as well as the integration of these domains with other elements of the elementary curriculum. Students will have the opportunity to examine issues related to diversity and equity as well as the application of technology within these curriculum domains. 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

APD2220Y 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 Dr. Eric Jackman Institute of Child Study. There are three practicum sessions, each providing 96 hours of practicum experience in three, eight-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, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.

R. Martinussen and Staff

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

Applied Psychology and Human Development

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 [RM]

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

M.L. Arnold

APD3208H Adolescence

This course focuses on the distinguishing characteristics of development during the adolescent years as depicted in evolving psychological theory and contemporary research. Broad themes will include: adolescent thinking and decision-making; self-concept and identity formation; interpersonal relations, socio-moral development, and values acquisition; sexuality and health; and the role of gender and culture in shaping adolescent experience. The course is intended for students whose research focuses on adolescents and those who are working with adolescents in educational, clinical, and social contexts.

NOTE: Preference will be given to APHD students. Students who have already taken APD3208H A Research Seminar in Adolescent Development are not allowed to take this course.

M.L. Arnold

APD3215H Advanced Psychotherapy Seminar

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

J.E. Watson

APD3216H Seminar in Counselling Psychology: Part II

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

Prerequisite: APD3215.

J.E. Watson and Staff

APD3217Y Advanced Practicum in Clinical and Counselling Psychology

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

N. Piran

APD3221H Cross-cultural Perspectives on Children's Problems

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

NOTE: Permission of the instructor is required

E. Geva

APD3222H Approaches to Psychotherapy with Children, Youth and Families

The educational goals of this course are to: 1) develop a basic understanding of the major theoretical approaches in psychotherapy and to 2) develop basic psychotherapy skills. Focus of classes will vary, with some classes covering mostly theoretical information and others covering mostly practical skills. In addition, students will observe and, to the extent possible, take part in the provision of group and individual intervention services.

NOTE: Students who have previously taken HDP1222H are not allowed to take this course. Restricted to SCCP students only, others by permission of the instructor.

Staff

APD3224H Advanced Proactive Behavioural and Cognitive-Behavioural Interventions

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

Staff

APD3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of APD3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.

Prerequisite: APD3224H and APD3258H (Stermac's).

Applied Psychology and Human Development

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 & Intervention

This optional practicum course is an additional practicum course that is available to School and Clinical Child Psychology (SCCP) program students at the PhD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. Students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment: 1) There is a signed agreement between the supervisor and the students with regard to the new skills that the student will acquire. 2) For each registration, the student must remain in the placement for a minimum of 100 hours to ensure that the supervisor has had ample time to observe and evaluate. 3) The total of clinical hours accrued in this open practicum course must not exceed 500 hours.

Staff

APD3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Course description same as APD2252H.

Staff

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 assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such as a gender identity or disability). Students are expected to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA), or equivalent.

NOTE: For Ph.D. students in Counselling Psychology only
J. Silver

APD3269H Research Seminar in Critical Multicultural Counselling and Psychotherapy (Doctoral Level)

This course will familiarise doctoral students with current issues and debates concerning the theory and practice of counselling and psychotherapy in a multicultural society. The course seeks to define, redefine and locate multicultural counselling and psychotherapy research within the broader economic, social and political contexts of health care provision and practices (particularly in Canada). Through a post-colonial critique of psychiatry, clinical and counselling psychology, psychoanalysis, psychotherapy and counselling, the course attempts to raise questions regarding the theory, practice and research with ethnic minority clients. The course also offers a critical examination of the concepts of multicultural, multiethnic, cross-cultural, inter-cultural and other nomenclatures, particularly assessing the epistemological and ontological histories and complexities in relation to psychological frames of thinking and feeling. Particular emphasis will be given to understanding the relationship of qualitative and quantitative research in this field. The course will also respond to significant developments within the wider context of 'discourses of the other', for example, feminist research methods, research and class, disability and sexual orientation will form part of the discussion in seminars. The course is appropriate for students considering a dissertation proposal in multicultural counselling and psychotherapy. A weekly seminar will focus on research methods and methodologies, the design and structure of the research, sampling procedures, ethical issues, empirical constraints and production of new knowledge/s. Students will review, analyse and redesign representative studies in multicultural counselling literature which will eventually lead to a doctoral thesis proposal.

R. Moodley

APD3270H Ed.D. Internship

All students completing an Ed.D. in Counselling Psychology for Community Settings will be required to complete the doctoral internship course. This course requires the completion of at least 500 hours of internship under the supervision of an experienced psychotherapist or counsellor approved by the Counselling Psychology Internship Coordinator. Ed.D. students in the Counselling Program have been completing this 500-hour internship requirement since the inception of this program. We wish to ensure that the completion of this requirement appears on the student's transcript as a completed course requirement.

Students will register in the course once the placement has been arranged and approved by the course instructor. The internship may be accomplished on either a full-time or part-time basis.

The internships may be served in a variety of settings and will normally involve case conceptualisation, treatment planning, counselling interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of diversity issues, such as gender identity or disability).

J. Silver

APD3271H Additional Doctoral Practicum

This optional practicum course is an additional practicum course that is available to Counselling Psychology (CP) program students at the PhD or EdD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. PhD 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. Similarly EdD students may register in this course any time that they commence a field placement experience under the supervision

of an appropriately trained professional psychotherapist, 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

APD3286H Developmental Neuropsychology

In this course we will focus on brain systems involved in human emotion and self-regulation and track their development from birth to adulthood.

We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.

Anne-Claude Bedard

APD3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors

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

Master of Teaching - MT

Primary/Junior Education - MT

Junior/Intermediate Education - MT

Intermediate/Senior Education - MT

Language and Literacies Education Program - MEd, MA, PhD

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

Educational Policy - MEd, MA, PhD

Knowledge Media Design - MEd, MA, PhD

Women and Gender Studies - MEd, MA, PhD

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

Curriculum Studies & Teacher Development Program

Curriculum Studies & Teacher Development Program

The CSTD program includes three areas of interest which reflect overlapping and intersecting strengths of faculty that teach within the Curriculum Studies and Teacher Development Program. Given the diverse academic and research interests of our faculty, three areas can suggest possible directions for students. One of these areas - Critical Studies in Curriculum Pedagogy (CSCP) - corresponds with a program Emphasis of the same name, which can be taken optionally by students within the CSTD program. Descriptions of faculty research areas and the CSCP program emphasis are provided below.

Critical Studies in Curriculum and Pedagogy

Taking curriculum and pedagogy broadly defined as points of departure, the Critical Studies in Curriculum and Pedagogy cluster is a forum for

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
Development Endeavor
CTL1304H Cultural Studies and Education
CTL1306H

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.

Language and Literacies Education Program

Language and Literacies Education Program

For program statement and other information please see the program website:
http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs

Master of Education

Applicants are accepted under SGS general regulations, which specify

an appropriate bachelor's degree with high academic standing from a recognized university. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to apply to the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The MEd consists of 10 half courses. Students must take a minimum of five CTL3000-level half courses within the program. The MEd program

Doctor of Philosophy

The PhD demands a strong commitment to research. The Language and Literacies Education program offers full-time and flexible-time PhD options. 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 apply to 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. 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 implications of the thesis. Students must take a minimum of four CTL3000-level half-courses within the program. Students are required to take CTL3001H - Research Colloquium in Language and Literacies Education. If CTL3001 was taken at the Master's level, students are not permitted to take it again and should substitute it with another CTL3000-level course. A research methods [RM] course relevant to the topic of the thesis is also a requirement of the PhD program. Any of the following courses can fulfill this requirement:

CTL1018H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3033H, CTL3800H, CTL3803H, CTL3807H, CTL3810H, APD1287H, APD1288H, APD1296H, APD3202H, APD3228H, SJE1905H.

A student wishing to propose an alternative course to fulfill one of the course requirements will be required to obtain the approval of the program coordinator and either their faculty advisor or thesis supervisor.

For the flexible-time PhD program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year-residency.

Master of Teaching

Master of Teaching

The Teaching program involves two years of full-time study leading to a Master of Teaching (MT) degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification, which qualifies them to teach in either the Primary and Junior (P/J) divisions, the Junior and Intermediate (J/I) divisions or the Intermediate and Senior (I/S) divisions of Ontario schools.

The Teaching program offers students a unique educational opportunity, which combines teacher qualification with advanced study of educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum, human development, ethics, educational law, diversity, educational technology, instructional planning, instructional design, and learning theory. Students enjoy four practice teaching experiences in which they develop their skills as teachers and extend the theoretical and practical knowledge that they have acquired in the academic portion of the program.

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

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

Admission Requirements

Applicants are admitted under SGS general regulations. They must have an appropriate bachelor's degree with standing equivalent to mid-B or better in the final year. Each application should include a résumé, a statement of intent, one official transcript of your academic record from each and every postsecondary institution you have attended and two reference letters. In their statement of intent, applicants should indicate their preferred concentration (i.e. P/J, J/I, or I/S) and describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. In their résumé, applicants are asked to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted. For full application details, please see the MT admissions page at: www.oise.utoronto.ca/mt/index.html.

Degree Requirements

The 20 month Master of Teaching degree is composed of the equivalent of 20 half-courses, including four practice teaching placements and a major research project. It is undertaken on a full-time basis through the fall and winter academic sessions of the first year, the intervening spring-summer term, and through the fall and winter academic sessions of the second year. Normally, advanced standing is not granted in this program. Graduates are awarded a Master of Teaching degree and are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**.

Concentrations

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

- **Primary/Junior** (junior kindergarten to grade 6)
- **Junior/Intermediate** (grades 4 to 10)
- **Intermediate/Senior** (grades 7 to 12)

Primary/Junior Concentration (JK to Grade 6)

Primary/Junior Courses:

(18 half-courses plus two practicum half-courses = 20 half-courses)

CTL7000H –Curriculum and Teaching in Literacy
 CTL7001H –Educational Professionalism, Ethics and the Law
 CTL7002H –Curriculum and Teaching in Mathematics
 CTL7004H –Practice Teaching (Year 1)
 CTL7005H –Practice Teaching (Year 2)
 CTL7006H –Reflective Teaching and Inquiry into Research in Education
 CTL7008H –Introduction to Special Education and Mental Health
 CTL7009H –Anti-Discriminatory Education
 CTL7010H –Issues in Numeracy and Literacy
 CTL7011H –Child and Adolescent Development and Learning
 CTL7014H –Fundamentals of Teaching and Learning
 CTL7015H –From Student to Professional
 CTL7016H –Integrating Technology into the Classroom: Issues and Activities
 CTL7017H –Curriculum and Teaching in Music, Dance and Drama
 CTL7018H –Curriculum and Teaching in Science and Environmental Education (5 classes)
 CTL7019H –Supporting English Language Learners
 CTL7011H –Curriculum and Teaching in Visual Arts and Physical Education (5 classes)
 CTL7072H –Curriculum and Teaching in Social Studies and Aboriginal Education
 Two electives (area)

Junior/Intermediate Concentration (Grade 4 to Grade 10)

Junior/Intermediate Courses:

18 half-courses plus two practicum half-courses = 20 half-courses

CTL7000H –Curriculum and Teaching in Literacy
 CTL7001H –Educational Professionalism, Ethics and the Law
 CTL7002H –Curriculum and Teaching in Mathematics
 CTL7004H –Practice Teaching (Year 1)
 CTL7005H –Practice Teaching (Year 2)
 CTL7006H –Reflective Teaching and Inquiry into Research in Education
 CTL7008H –Introduction to Special Education and Mental Health
 CTL7009H –Anti-Discriminatory Education
 CTL7010H –Issues in Numeracy and Literacy
 CTL7011H –Child and Adolescent Development and Learning
 CTL7013H –Arts in Education
 CTL7014H –Fundamentals of Teaching and Learning
 CTL7015H –From Student to Professional
 CTL7016H –Integrating Technology into the Classroom: Issues and Activities
 CTL7018H –Curriculum and Teaching in Science and Environmental Education
 CTL7019H –Supporting English Language Learners
 CTL7072H –Curriculum and Teaching in Social Studies and Aboriginal Education
 Two electives (area)
 One subject specialization course (from CTL7050 to CTL7059)

In the **Junior/Intermediate** certification program, students take **one subject specialization course** in year two: (List of subject specializations subject to change)

J/I Subject Specialization Courses

CTL7050H –Intermediate Teaching Subject –English (First Language)
 CTL7051H –Intermediate Teaching Subject –French (Second Language)
 CTL7053H –Intermediate Teaching Subject –Health and Physical Education
 CTL7054H –Intermediate Teaching Subject –History
 CTL7055H –Intermediate Teaching Subject –Mathematics
 CTL7058H –Intermediate Teaching Subject –Science –General

Prerequisites

Before applying to the Junior/Intermediate concentration, applicants must ensure that they have the required number of prerequisite courses for the teaching subject. For a list of J/I subject specializations and their required prerequisites, consult the website for Master of Teaching >Prerequisites (see lower half of the Master of Teaching webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Intermediate/Senior Concentration (Grades 7 to 12)

Intermediate/Senior Courses

(18 half-courses plus two practicum half-courses = 20 half-courses)

CTL7001H –Educational Professionalism, Ethics and the Law
 CTL7004H –Practice Teaching (Year 1)
 CTL7005H –Practice Teaching (Year 2)
 CTL7006H –Reflective Teaching and Inquiry into Research in Education
 CTL7007H –Authentic Assessment
 CTL7008H –Introduction to Special Education and Adaptive Instruction
 CTL7009H –Anti-Discriminatory Education
 CTL7011H –Child and Adolescent Development and Learning
 CTL7012H –Issues in Secondary Education
 CTL7014H –Fundamentals of Teaching and Learning
 CTL7015H –From Students to Professional
 CTL7016H –Integrating Technology into the Classroom
 CTL7019H –Supporting English Language Learners
 CTL7070H –Issues in Secondary Education 2
 Two subject specialization courses (CTL7020Y to CTL7041Y)
 Two electives (area)

I/S Specialization Courses

The Intermediate/Senior students must have two subject specializations. Students must select one subject specialization from the following list as their **first** subject specialization and one as their **second** subject specialization: (List of subject specializations is subject to change)

CTL7020Y –Curriculum and Teaching in English
 CTL7021Y –Curriculum and Teaching in History
 CTL7022Y –Curriculum and Teaching in Mathematics
 CTL7023Y –Curriculum and Teaching in Science: Biology
 CTL7024Y –Curriculum and Teaching in Science: Chemistry
 CTL7025Y –Curriculum and Teaching in Science: Physics
 CTL7026Y –Curriculum and Teaching in Science: General
 CTL7027Y –Curriculum and Teaching in Social Sciences - General
 CTL7029Y –Curriculum and Teaching in Music: Instrumental
 CTL7030Y –Curriculum and Teaching in Music: Vocal
 CTL7031Y –Curriculum and Teaching in Health and Physical Education
 CTL7034Y –Curriculum and Teaching in French as a Second Language
 CTL7041Y –Curriculum and Teaching in Religious Education

Prerequisites

Before applying to the Intermediate/Senior concentration, applicants

must ensure that they have the required number of prerequisite courses for the teaching subjects. For a list of I/S subject specializations and their required prerequisites, consult the website for Master of Teaching >Prerequisites (see lower half of the Master of Teaching webpage):

Further Information

Details regarding each unique Combined Degree Program listed above will be available on the 2016-17 SGS Calendar.

Combined Degree Programs: Victoria College, Honours Bachelor of Science (HBSC)/Honours Bachelor of Arts (HBA) / Master of Teaching

The **Combined Degree programs for Honours Bachelor of Science and Honours Bachelor of Arts at Victoria College and the OISE Master of Teaching** are designed for students interested in studying the intersections of English and Education, coupled with professional teacher preparation.

Students earn an honour's bachelor's degree from the Faculty of Arts and Science and an accredited professional Master of Teaching (MT) degree at the Ontario Institute for Studies in Education (OISE). They will be recommended to the Ontario College of Teachers for an Ontario

classe sociale, la race, l'identité sexuelle, l'âge, l'handicap, la langue, la

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

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

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

G. Feuerverger

CTL1032H Knowing and Teaching

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

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

Staff

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum

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

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

G. Feuerverger

CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives

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

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

Staff

CTL1038H Change and Curriculum Implementation

This course examines the nature of educational change and its impact on the implementation of curriculum. How change affects teachers and how new curricula affect classroom practice, form the central focus of the course. Threatened

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 particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

NOTE: Students who have previously taken CTL6002 are prohibited from taking this course

Staff

CTL1062H Performed Ethnography and Research Informed Theatre [RM]

This course will provide students with an opportunity to learn about the arts-based research methods of performed ethnography and research-informed theatre. Performed ethnography, also known as performance ethnography and ethnodrama, involves turning the findings of ethnographic research into a play script that can be read aloud by a group of participants or performed before audiences. Performed ethnography can be seen as one kind of research-informed theatre.

Other examples of research-informed theatre we will look at in this course include autobiographical theatre, community theatre, verbatim theatre, documentary theatre, tribunal theatre and history theatre.

Exclusion: CTL1799H Special Topics in Curriculum Studies and Teacher Development: Masters Level: Performed Ethnography and Research Informed Theatre [RM]

Enrolment Limits: 25

T. Goldstein

CTL1063H Pedagogies of Solidarity

Taking as a starting point a conception of pedagogy that centres relational encounters, this course seeks to consider the question of how to enter into relationships with others that seek to transform the very terms that define such relationships. The course explores how the concept of solidarity has been used to both explain the nature of social relationships between groups and individuals, as well as how it has been mobilized as a strategy for political work. In both counts, solidarity plays a key pedagogical role because it seeks to either sustain or challenge particular social arrangements. The course takes education and educational experience as a particular site for thinking through solidarity as both explanation and strategy, and considers a range of educational situations, including the classroom, to consider the complexities of solidarity as ethical encounters in pedagogical relations.

Enrolment Limits: 25

R. Gaztambide-Fernandez

CTL1064H Applied Theatre and Performance in Sites of Learning

This course will examine the research of, and different approaches to, applied and socially engaged theatre. Practitioners engaged in forms of applied theatre, such as drama in education, theatre for development, Verbatim theatre, participatory theatre etc. often believe creating and witnessing theatrical events can make a difference to the way people interact with one another and with the world at large. The 'social turn' in theatre is understood politically, artistically, and educationally to be in the service of social change, although there is certainly no single nor consistent ideological position that supports the expansive use of theatre in classrooms and communities. Theatre has been consistently used in formal and informal educational settings as a way to galvanize participation and make learning more relational, or more a student/participant-centred rather than teacher/facilitator-centred proposition. In addition to exploring the educational value of applied theatre in a range of contexts and through a variety of interventions and intentions, the course will also contemplate the ethics and poetics of representation in performance and in research.

Exclusion: CTL1799H Applied Theatre and Performance in Sites of Learning

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 [RM]

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.

CTL1202H Mathematics in the School Curriculum: Elementary

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

D. McDougall

CTL1206H Teaching and Learning Science

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

Staff

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

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of

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

CTL1304H Cultural Studies and Education/Études culturelles et éducation

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

La notion de " culture " provient de plusieurs disciplines depuis le début du 20e siècle. Les " études culturelles " représentent une synthèse récente et une re-évaluation critique de quelques unes de ces approches, en faisant surtout ressortir les retombées pour les professionnels de l'éducation dans le domaine des sciences humaines. Le cours abordera les enjeux générés au sein de cette tradition, surtout en reprenant des textes clés, incluant les médias populaires, les films et les vidéos de langue française, pour examiner les versions structuralistes, ethnographiques, féministes et postmodernes des études culturelles afin de mieux cerner comment ces approches reformulent une pratique enseignante en ce qui se concerne de la culture contemporaine. Staff

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

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

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la e " c 483.6 Tm (contektn the recenE a a particulpéi

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

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gerin-Lajoie

CTL1312H Democratic Citizenship Education

Preparation for 'democracy' and citizenship is ostensibly a central goal of public education: What does this citizenship imply, who is heard in 'public' decision making, and how might active democratic citizenship be 'taught' and learned? Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered: This course examines contrasting understandings of and approaches to political (governance), social (inclusivity), and transnational (peacebuilding) citizenship, democratization, and citizenship education, drawn from comparative international and Canadian research and cases, especially in school settings. Themes include conflict and controversy, critique, cultural/ gender/ sexual diversities, human rights, justice, development and peacebuilding. Emphasis is given to curriculum, conflict management, and governance in public elementary and secondary schools in various cultural contexts. Participants will learn to analyze and assess educational experiences, in light of theory, research, and their own democratic citizenship education goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

K. Bickmore

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

CTL1407H Rural Education and Social Reform in Canadian History, 1860-1960

This course is directed at those students interested in exploring the deep connections between education and social change in Canadian history. Before 1941, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted. It invites students to explore the vital, but relatively unknown, relationship that existed between education, social protest, and the search for reform in rural Canada in the nineteenth and twentieth centuries. Readings in this course will allow students to explore the ways that various people, kinds of people, and organizations, both rural and urban –First Peoples; recent British, African, and eastern European immigrants; educational bureaucrats and revolutionaries; social reformers; settled farm families and itinerant miners –used various kinds of education to encourage, resist and direct social reform in rural Canada.

Exclusion: Students who have completed HSJ1404 are prohibited from taking this course.

Enrolment Limits: 36

R. Sandwell

CTL1408H History of Education and Society: Selected Topics

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

Exclusion: Students who have previously taken HSJ1405H are prohibited from taking this course.

Enrolment Limits: 25

H.M. Troper & D. Levine

CTL1423H Families, Schooling and Canadian History, 1840-1970

This course is directed at those students who want a deeper historical understanding of the changing relationship between one of Canada's oldest institutions - the family - and the growth of the modern world in general, and the educational state in particular. Although Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will examine the changing and varied relations among many different kinds of parents, children, and the larger social formations within which they lived, with particular emphasis on the dynamic, often vexed, relationship between schooling and family life in the wider contexts of Canadian history.

Exclusion: Students who have previously taken HSJ1423H are prohibited from taking this course.

Enrolment Limits: 25

R. Sandwell

CTL1424H Religion, Ideology, and Social Movement in the History of North American Education

This course provides an examination of how faith groups, often at odds with one another or the state, have shaped and continue to shape the Canadian school system, its organization, curriculum, and culture.

Exclusion: Students who have previously taken HSJ1424H are prohibited from taking this course.

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 listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

Staff

CTL1801H Action Research and Professional Practice [RM]

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

K. Broad, Staff

CTL1808H Curriculum Innovation in Teacher Education

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

K. Broad, Staff

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

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

Prerequisite: Permission of instructor

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

M. Beattie

CTL1810H Qualitative Research in Curriculum and Teaching [RM]

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

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

Staff

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

This course focuses on supporting graduate students at both the Master's and Doctoral levels who are preparing research proposals, theses, dissertations, and for the comprehensive exam. The course aims to advance the research, writing, and exam preparations for its members and at the same time create an academic community. It examines students' "works-in-progress" with the goal of improving and advancing their research. Course topics will include: defining the research question; framing the study; choosing an appropriate research methodology; gathering the data; analyzing the data; and writing the thesis. Through examination of various studies, students will deepen their understanding

of the process of conducting research. One emphasis of the course will be research on teaching and teacher education. Each week, students will spend part of the class working in small groups with others who are at the same stage of the doctoral/master's journey. The course will include: feedback on their work, time to discuss aspects of the research process, and an opportunity to present their work in a friendly, supportive environment.

C. Kosnik

CTL1812H Professional Ethics of Teaching and Schooling

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

E. Campbell

CTL1816H 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

is to ensure that students completing the course successfully should be able to: Identify and carry out the appropriate analytic technique for organizing the given data to answer the research question; develop a critical understanding of the assumptions and limitations associated with specific data analytic techniques; feel competent in analyzing most types of educational data; understand the standards of educational research and apply such an understanding to real data analysis and synthesis; Develop the abilities to evaluate the quality of inferences and 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

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 acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.

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

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 the students and to speak to the question of how her or his work is situated within curriculum studies. Invited faculty will be able to choose one or two readings for that week, in order to give students an introduction to their work prior to the class. Second, each class session will focus on a topic of interest to doctoral students related to academic work in general and doctoral work in particular. The course will introduce students to the details of being a PhD student in CSTD and will provide a forum for exchanging resources and ideas among students. In tandem, the proseminar will provide students with an introduction to academic life in general, including issues such as conferences, publications, teaching experience, academic job markets, etc.

Enrolment Limits: 25

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.

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 (change. suntion to)Tj are addr 36 84.7e a Tm (ngehanoang

CTL3027H Curriculum Development for Effective Teaching
/Planification de la programmation pour un enseignement
efficace

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

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

Exclusion: Students who have previously taken CTL1002H are prohibited from taking this course.

C. Connelly

CTL3028H Literacy in Elementary Education

An analysis of the components of literacy programs in the early years.

CTL3035H Critical Literacy in Action

This course focuses on critical literacy and the theories that underpin it. Throughout the course participants are asked to explore issues raised by critical literacy in relation to their own circumstances, particularly as these pertain to educational issues within society. This course challenges participants to develop critical questions with application to personal/professional contexts. Video clips of interviews with renowned scholars in literacy studies form the basis of this interactive course. Major questions discussed throughout the course are: What is literacy? What is critical literacy? What is the history of critical literacy? - What is so critical about critical literacy? What are the theoretical underpinnings of critical literacy? How do critical literacies converge and diverge with multiliteracies? What does critical literacy look like in practice? Graduate students will be asked to generate additional critical questions that contribute to individual or collective critical inquiry projects such as a critical literature review, a thesis research project or a curriculum analysis that investigates burning questions about critical literacies.

Exclusion: CTL1799H: Special Topics in Curriculum Studies Teacher

Development: Masters level: Critical Literacy in Action
K. Cooper

CTL3036H 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

CTL3037H Biography in Educational Contexts [36L]

This course, focusing on (auto)biography, provides graduate students the opportunity to critically analyze biographical contexts of influential educational researchers and scholars such as Henry Giroux, Maxine Greene, and William Pinar, amongst others. Using relevant theoretical frameworks, course participants will engage with the biographies of numerous scholars and will critically discuss the important contributions they have made to the educational field. Students will also have the opportunity to explore and reflect on their own lived experiences and circumstances, particularly in relation to educational issues within society. Video clips of interviews with renowned scholars form the basis of this interactive course.

K. Cooper

CTL3038H Aboriginal Civilization: Language, Culture and Identity

This course is designed for both Aboriginal and non-Aboriginal educators and professional practitioners and examines Aboriginal (FNMI) perspectives on language, culture, and identity while looking at how this knowledge can inform teacher and professional practices to the benefit of all learners. In relation to developing culturally relevant and responsive curriculum, pedagogies and professional practices we will explore some of the tangled historical, socio-cultural and - political issues. We will also develop an understanding of FNMI peoples as a complete civilization (a complete way of being in the world) that includes the complex interplay of various aspects of civilization such as culture, literacies, language, arts, architecture, spiritual practices, and philosophical themes. Educators and professional practitioners will come away with enhanced critical thinking skills and active engagement with the issues through discussions and hands-on learning opportunities in order to move forward and be able to create more inclusive, fulfilling learning environments in both urban and rural contexts.

Prerequisite: CTL3023H or permission of instructor.

S. Styres

CTL3039H Literacies of Land: Narrative, Storying and Literature

This course is designed for both Aboriginal and non-Aboriginal educators and professional practitioners and examines Aboriginal (FNMI) perspectives on literacies grounded in understandings of Land (capital "L") while looking at how these literacies can inform teacher and professional practices to the benefit of all learners. In relation to developing culturally relevant and responsive curriculum, pedagogies and professional practices we will explore some of the various literacies and ways to support literacy success in classrooms. We will explore culturally aligned texts, stories, and oral narratives together with symbolically rich themes that support literacies of land as living and emergent. Educators and professional practitioners will come away with enhanced critical thinking skills and active engagement with the issues concerning literacies through discussions and hands-on learning opportunities in order to move forward and be able to create more inclusive, fulfilling learning environments in both urban and rural contexts.

Prerequisite: CTL3023H or permission of instructor.

S. Styres

CTL3100H Communication and Second Language Learning in the

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**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

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 specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

JHC1251H Reading in a Second Language

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

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

JTE3803H Ethnographic Research in the Language Disciplines

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

M. Heller, T. Goldstein

APD3202H A Foundation of Program Evaluation in Social Sciences [RM]

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

APD3228H Mixed Methods Research Designs in Social Sciences [RM]

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

CTL7005H Practice Teaching (Year 2)

In this second year course, teacher candidates are placed in partnership schools in public and separate school systems and in other settings that use the Ontario curriculum. Teacher candidates are under the joint supervision of field teachers on site and an academic staff member at OISE. Teacher candidates may have experience in one or both of their divisions. They may be placed in special education, library or specialist classrooms in their last placement. This course is normally open only to students in the Teaching program.

Staff

CTL7006H Reflective Teaching and Inquiry into Research in Education

This course is designed to develop students' identities as teacher-researchers who continuously engage in critical inquiry as a key component of their professional practice. Students will develop knowledge and understanding of how to access, interpret, synthesize, and evaluate research literature in a chosen field of study, and they will learn what it means to enact research-informed practice in their identities as critical inquiry practitioners. The following themes guide the course in complementary ways: 1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice 2) the teacher as a reflexive agent responsive to the reproduction of social inequities in students' experience of schooling and learning, 3) the teacher as a critical analyst of educational research and knowledge production, 4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling.

Staff

CTL7007H Authentic Assessment

This course presents an overview of the basic concepts, practices, and current research associated with effective assessment and evaluation in Ontario classrooms. Teacher candidates will develop an understanding of Ontario curriculum and policy documents as relevant to the professional obligations of student assessment and evaluation, grading and reporting. Examination of effective strategies of assessment for, as, and of learning is at the core of this course. Drawing on current research, attention may be given to topics such as validity and reliability, assessment tool design, success criteria, quality feedback, performance assessment, authentic assessment, portfolios, self-evaluation, data gathering and management, standardized testing in provincial or large-scale assessments, as well as assessment related beliefs, attitudes, and issues of psychological well-being. Related issues of equity and a critical stance are infused and discussed throughout the course.

This course is normally open only to students in the MT program. Students may not take CTL 1019.

Staff

CTL7008H Introduction to Special Education and Mental Health

In Ontario, the regular education classrooms are currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons: legal, educational, moral and philosophical. In this course, teacher candidates will consider special education from the perspective of the regular classroom teacher. From this perspective, special education is not "special" but is effective teaching that benefits all the students in the class. It focuses on adapting instruction to meet the diverse needs of the students in the class. The course will concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to accommodate learner differences and how to collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment. This course is normally open only to students in the Master of Teaching program. Students may not take HDP2280.

Staff

CTL7009H Anti-Discriminatory Education

This course inquires into a range of equity issues including: teacher candidates' (TC) own biases, dispositions, ideas and positionality; relationships between and among students, teachers, community, administrators and families; the ways in which systemic oppressions operate within K-12 schooling in Ontario and beyond; and the interlocking social, economic and political (re)production of inequalities (including but not limited to race, indigeneity, class, gender, sexuality, ability, language, age and religion). The course develops TC capacity to interrogate and challenge multiple forms of discriminatory practices within education, seeking to develop TC's understandings of theories and practices of pedagogies of liberation within daily life in schools. This course is normally open only to students in the Teaching program.

Exclusion: Students who have completed this course are prohibited from taking CTL1011H.

Staff

CTL7010H Issues in Numeracy and Literacy

In this course, Primary/Junior teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy. This course is normally open only to students in the Teaching program.

Teacher candidates in the Junior/Intermediate division will explore a variety of both theoretical and current issues related to junior and intermediate schooling. The importance of content area curriculum, including the drama and dance curriculum; integration of curriculum across subject areas, community in classrooms and schools; culturally responsive teaching; and out of school experiences will be addressed. In the literacy portion of this course, there will be an emphasis on critical literacy, drama curriculum and dance curriculum specific and overall expectations. The course is intended to help student teachers understand the complexity of the junior/intermediate panel and particular issues regarding working with adolescents. Student teachers will be encouraged to articulate personal beliefs as they relate to teaching of drama, dance, critical literacy, and mathematics, as well as working with students, and the role of the teacher.

Staff

CTL7011H Child and Adolescent Development and Learning

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

Staff

CTL7012H Issues in Secondary Education

In this course, teacher candidates will explore theoretical and current issues in secondary education spanning Grade 9 to 12. The course will also explore the issues surrounding Grades 7 and 8 and the transition into secondary schools. The experiences in this course are intended to help teacher candidates to bridge theory and practice, and articulate personal beliefs and experiences related to issues in secondary education. This course is normally open only to students in the Teaching program.

Staff

CTL7013H Arts in Education

An introduction to research-informed teaching and professional learning in Music Education, Visual Arts Education, and Health and Physical Education for students in grades 4 to 10. For each of these disciplines, the course explores Ministry curriculum, lesson design and planning, pedagogy, assessment and evaluation, and research in light of contemporary educational theory and practice. 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 to connect academic course work, researching and writing the later stages of the Master of Teaching Research Project, and the development of students' professional identities as teachers. This course therefore attends to the intersections of research, theory, and practice. Course goals include deepening understanding of the complexities of teaching and learning, refining a vision of teaching, and preparing students for their professional work as educators and/or further academic study. This course takes up these aims alongside a focus on completion of the Master of Teaching Research Paper. In addition to supporting students' own research, this course develops students' capacity to collaborate with colleagues, as well as make use of research, theory and other bodies of knowledge to inform personalized pedagogical decisions and determine next academic and professional steps. 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 computer technology 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 responsible use, 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

An introduction to research-informed teaching and professional learning in Music, Dance and Drama Education for students in grades K to 6. For each of these disciplines, the course explores Ministry curriculum, lesson design and planning, pedagogy, assessment and evaluation, and research in light of contemporary educational theory and practice. This course is normally open only to students in the Teaching Program.

C. Brett

CTL7018H Curriculum and Teaching in Science and Environmental Education

This course provides a practical and conceptual introduction to the teaching of Science Education and Environmental Education in PJ and JI. This course consists of lectures, discussions, learning activities and workshops designed to emphasize the expectations, pedagogy, methodology and content of Science and Technology, and Environmental Education across the curriculum in the primary, junior and intermediate (PJ, JI) grades, based on the Ministry of Education curriculum found in The Ontario Curriculum, Grades 1-8, Science and Technology (2007), The Ontario Curriculum, Grades 9 & 10, Science (2008) and Ministry policy, Acting Today, Shaping Tomorrow (2009). As an overview, it will introduce theory and practices from a range of related fields, including Science and Technology Education, Environmental Education (EE), Outdoor Education, and Ecojustice Education, drawing on concepts such as Inquiry-based Learning, Sustainability, Systems-Thinking, Equity, Interdisciplinary Design, and Integration. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning, effective use of teaching resources, digital technology, assessment/evaluation strategies, and an exploration of related educational research literature.

C. Brett

CTL7020Y Curriculum and Teaching in EprV316 6oTj ET BTinv316 38eit and le

Prerequisite: Students must have six full-year university courses in History if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in History, refer to the

CTL7030Y Curriculum and Teaching in Music: Vocal [36L]

This course investigates approaches to music learning, teaching, and assessment through vocal performance, composition, conducting, listening, analysis and creative problem solving. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. A range of music education philosophic orientations, Ministry of Education policies, music technologies, research-informed pedagogies, and those emerging the field are considered while learning to design of curriculum lessons and units. Recent research questioning the music education paradigm of the past 25 years is examined. A practitioner research stance is the basis for all assignments, which curriculum development, and practical learning in Japanese lesson study format as well as philosophic writing.

Prerequisite: Students must have six full-year university courses in Vocal Music if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Vocal Music, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Staff

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.

Prerequisite: Students must have six full-year university courses in Health and Physical Education if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject.

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.

Prerequisite: Students must have six full-year university courses in French AND demonstrated written and oral proficiency (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in French, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage):

<http://www.oise.utoronto.ca/mt/Prerequisites.html>
Staff

CTL7041Y Curriculum and Teaching in Religion [36L]

**CTL3023H Introduction to Aboriginal Land-centered Education:
Historical and Contemporary Perspectives**

This course is designed as an introductory course for both Aboriginal (FNMI) and non-Aboriginal educators and professional practitioners

<http://www.oise.utoronto.ca/mt/Prerequisites.html>

CTL7053H Intermediate Teaching Subject – Health and Physical Education

This course of study prepares future teachers to design and deliver contemporary

Intermediate level (grades 7-10) Health and Physical Education

facing educational challenges. A particular aim of the course is for the teacher candidates to engage in the production of authentic instructional materials relevant to a range of professional audiences.

I. Esmonde

CTL7071H Curriculum and Teaching in Visual Arts and Physical Education

Leadership, Higher and Adult Education

Leadership, Higher and Adult Education (LHAE)

Codes:

= Field

= Collaborative Program

Adult Education and Community Development Program - MEd, MA, PhD

Aboriginal Health - MEd, MA, PhD

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

Community Development - MEd, MA

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

Educational Policy - MEd, MA, PhD

Environmental Studies - MEd, MA, PhD

Women and Gender Studies - MEd, MA, PhD

Workplace Learning and Social Change - MEd, MA, PhD

Educational Leadership and Policy Program - MEd, MA, EdD, PhD

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

Educational Policy - MEd, MA, EdD, PhD

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

Sexual Diversity Studies - MEd, MA, EdD, PhD

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

Higher Education Program

Higher Education - MEd, MA, EdD, PhD

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

Educational Policy - MEd, MA, EdD, PhD

Sexual Diversity Studies - MEd, MA, EdD, PhD

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

Health Professional Education - MEd

Comparative, International and Development Education - MEd

Educational Policy - MEd

Sexual Diversity Studies - MEd

Women and Gender Studies - MEd

Student Development and Student Services in Post-secondary Education - MEd

Comparative, International and Development Education - MEd

Educational Policy - MEd

Sexual Diversity Studies - MEd

Women and Gender Studies - MEd

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

Adult Education & Community Development Program

Adult Education & Community Development Program

Course offerings cover a wide range of topics within the program description overall, and course groupings include:

- **Aboriginal/Indigenous Education**
- **Community Development and Social Justice**
- **Global Education and Change**
- **Workplace Learning and Change**

Admission

Admission to AECD is competitive as we receive many more applications than we are able to accept. Applications are assessed on the basis of five criteria –clarity of writing in the statement of intent; strength of letters of reference; grades; work, community or volunteer experience; and fit with the program offerings.

For comprehensive application details, please see:

http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html

For Minimum Admission and Degree Requirements for all degrees in the Adult Education and Community Development program see the SGS Calendar.

Applicants should submit a Statement of Intent indicating which of the four Course Groupings listed below most interests them and naming at least two faculty members whose interests are closest to their own. The Program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies.

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

Degrees

Master of Education

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

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

Transformative Learning Centre (TLC)

Centre Director: Angela Miles

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 leadership and policy 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 focuses mainly on K-12 school education and related issues. 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 educational leadership and policy;
- 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 - Conducting Research in Educational Leadership and Policy [RM]
 - LHA1040H - Educational Leadership and Policy I: Introduction to Educational Administration: Policy, Leadership and Change
 - LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling;

NOTE: LHA1040H and LHA1041H should preferably be the first courses taken in a student's program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended.
- five 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;
- a Major Research Paper (MRP) LHA2001Y Major Research Paper, to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

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

NOTE: LHA1040H and LHA1041H should preferably be the first courses taken in a student's program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended.
- three other half-courses, of which at least one 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;
- a comprehensive thesis to be carried out under the guidance of a faculty member.

OR

Option IV which is comprised of:

four required courses

LHA1004H Introduction to Research Literacy in Educational
Leadership and Policy [RM]

- solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues;
- d. the applicant must also provide a letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Regular EdD Stream

LHA3042H Field Research in Educational Leadership and Policy (a field research course where students examine methods of field research, action research and case studies in educational administration)

LHA3044H Internship/Practicum in Educational Leadership and Policy (there are three options –all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee)

LHA3047H Research Seminar on Research in Authentic Settings (the focus is as a participant in the research –reflective practice and/or action research)

2. Two other half courses, one of which must be at the 3000-level;
3. Successful completion of a comprehensive examination;
4. A thesis proposal hearing;
5. A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

Further information on doctoral programs is available from:

Professor Jim Ryan

Telephone: 416-978-1152

E-mail: jim.ryan@utoronto.ca

Doctor of Philosophy

The PhD degree program is comprised of at least six half-courses, four of which normally must be LHA3040H, LHA3042H, LHA3043H, and one elective advanced-level (3000) course in Educational Leadership and Policy. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization. Individual Reading courses are electives and should not be taken at the beginning of a student's program.

The PhD program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants must be working full time and demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the Educational Leadership and Policy Program Coordinator.

Admission Requirements

Admission to the PhD degree program requires completion of an appropriate master's degree from a recognized university, with standing equivalent to **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the MA/PhD admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

Degree Requirements

The minimum required number of courses for the PhD degree program for those who have completed an MA within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

PhD candidates are required to pass a comprehensive examination and

a thesis proposal hearing. A thesis is required.

Further information on doctoral programs is available from:

Professor Jim Ryan

Telephone: 416-978-1152

E-mail: jim.ryan@utoronto.ca

Program Research Areas

Educational Leadership and Policy Program students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Policy

LHA1018H Political Skill in the Education Arena

LHA1024H Critical Conversations: Philosophy, Educational Leadership and Educational Policy Studies

LHA1030H The Legal Context of Education

LHA1045H Language Policy Across the Curriculum

LHA1065H Educational Equity and Excellence in International Comparison

LHA2006H Educational Finance and the Economics

LHA3030H Advanced Legal Issues in Education

LHA3045H Educational Policy and Program Evaluation

Leadership

LHA1012H Organizational Culture and Decision-Making

LHA1016H School Program Development and Implementation

LHA1026H Evaluation of Professional Personnel in Education

LHA1042H Educational Leadership and Cultural Diversity

LHA1047H Managing Changes in Classroom Practice

LHA1048H Educational Leadership and School Improvement

LHA3025H Personal and Professional Values of Educational Leadership

LHA3047H Research Seminar on Leadership and Educational Change

Change

LHA1020H Teachers and Educational Change

LHA1025H School Effectiveness and School Improvement

LHA1047H Managing Changes in Classroom Practice

LHA1048H Educational Leadership and School Improvement

Social Diversity

LHA1019H Diversity and the Ethics of Educational Administration

LHA1042H Educational Leadership and Cultural Diversity

LHA1065H Educational Equity and Excellence in International Comparison

LHA3055H Democratic Values, Student Engagement and Democratic Leadership

Higher Education Program

Degrees

Master of Education

The Higher Education Program offers an MEd in Higher Education including specializations in Health Professional Education, and Student Development and Student Services in Postsecondary Education. The programs can be completed on either a full-time or part-time basis. Students in the MEd in Higher Education are required to pursue the MEd **Option IV** program of study. **Option IV** is also available in a cohort format. Students in the MEd in Health Professional Education register in the MEd **Option IV** program of study and, for those planning a career in research, a transfer to **Option II** is possible. Students who entered the MEd Health Professional Education prior to 2011 may wish to transfer from **Option I** into **Option IV**. Students who prefer to write the comprehensive exam as part of their program may choose to stay in **Option I**. The Program Coordinator can provide more information on the MEd in Health Professional Education. Applicants are admitted under the General Regulations of the School of Graduate Studies.

Degree Requirements

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

Doctor of Philosophy

The PhD program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research. Applicants 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:

Professor Creso Sa, Higher Education Program Coordinator (as of July 1, 2016)

Email: c.sa@utoronto.ca

Telephone: 416 978-1206

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
- is delivered es a2cBT 1 0 0 1 316 /F2 8 Tf 0 0 0

Leadership, Higher and Adult Education Courses

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

anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations. Activism within the larger community is an integral part of the course.

B. Burstow

LHA1110H Approaches to Teaching Adults

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

Staff

LHA1111H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic

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, race and learning. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and learning. 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 explores theories and practices of democratizing work, organizations, and the economy. It both looks at the ways workers and communities can take stewardship of working life, work organizations, and the economy and critically assesses management strategies of workplace and organizational participation. The course also homes in on how contemporary alternative economic arrangements, the social and solidarity economy, and environmental and social movements prefigure the expansion of economic democracy and social change while they, at the same time, directly connect the ongoing crisis spawned by neoliberal capitalism. The course applies theory to practice via multiple case studies from the global North and South and student' own experiences with work and participative organizations in the for-profit, not-for-profit, and public sectors. Throughout, the course interlaces explorations

LHA1182H Nonprofits, Co-operatives and the Social Economy: An Overview

This course discusses critical issues facing nonprofits, co-operatives, and the social economy, which is a bridging concept for organizations pursuing a social purpose. The course examines the differing organizational forms and accountability structures and the challenges faced by these organizations. Issues to be considered are: volunteering and how it can be valued; social enterprises and their increasing prominence in an age of government retrenchment; community economic development in low-income communities; and civil society organizations 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.

LHA1194H Cyber Literacy, Adult Education and Community Development

Drawing from a number of disciplinary perspectives, including education, sociology, social psychology and communication studies, this course provides an opportunity to interrogate the potential relationship of the Internet to adult education and community development. The main objectives of this course are: to engage participants in an examination of the potential influence of the Internet on key adult education praxis areas such as community development, literacy and nonprofit organizations, to provide participants with a critical framework for analyzing Internet mediated environments; and to explore Internet resources that may be used in conjunction with traditional community development and adult education practice. The course is conducted using a seminar format where discussion is informed by weekly readings.

S. Ryan

LHA1195H Technology@Work: The Internet in Workplace Learning and Change

This course examines the evolving interface between emerging technologies, primarily information and communication technologies, and the workplace. Drawing from various disciplinary perspectives, including education, sociology, social psychology and communication studies, students will explore the impact of technology on both for profit and nonprofit enterprises. Some topics that will be covered include issues of equality, virtual teamwork, the network economy, surveillance and the future of authority. The course is designed as a mixed or blended course, which means that it is taught through face-to-face and online sessions and activities. A mixed course format allows participants to experience diverse technology platforms and applications and illustrates course content.

S. Ryan or Staff

LHA1196H Walking Together, Talking Together: The Praxis of Reconciliation

Humans are fundamentally social creatures, depending on good relationships with those around us for optimal functioning. When harm is done in these relationships people suffer. If restoration does not occur and the underlying structural and cultural issues are not addressed, suffering and violence will likely continue, whether acted out inwardly within the individual or group, or outwardly, directed to others. Reconciliation, the complex, dynamic, long-term process of restoring relationships, structures and identities after violent conflict, is a concept that is becoming increasingly relevant. This course has been developed to study reconciliation in accordance with the following principles: reconciliation is necessary; reconciliation is complex; reconciliation is praxis; and reconciliation has implications for adult education and community development.

Staff

LHA1197H The Pedagogy of Food

Following the lead of American essayist Wendell Berry, who has argued that eating is an agricultural act, this course will focus on the idea that eating is also a pedagogical act. What do we learn, and unlearn, from the food we eat? How is the food on our plate connected to such issues as food systems, food politics, food justice, food security, food sovereignty and food movements? Can we consume our way into a more sustainable future, or does this simply reinforce our current unsustainable way of life? This course will explore these and other questions, keeping in mind that food can be a catalyst for learning, resistance and change.

J. Sumner

LHA3102H Doctoral Thesis Seminar (Pass/Fail)

This seminar is designed for first or second year doctoral students. It will

**LHA3152H Individual Reading and Research in Adult Education:
Doctoral Level**

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

http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/GradReg_ReqIndReadRsch.pdf. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

Staff

**LHA3153H Individual Reading and Research in Women in
Development and Community Transformation: Doctoral Level**

Specialized exploration, under the direction of a faculty member and an eminent Visiting Scholar in the Visitor's area of specialized knowledge.

Information about past Visitors is available on the web at:

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

For more information contact A.R.Miles.

A. R. Miles

**LHA3180H Global Governance and Educational Change: the
Politics of International Cooperation in Education**

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

Prerequisite: CIE1001H

Staff

LHA3181H Feminist Standpoints

This course will provide a supportive environment for the systematic study of feminist standpoint theory; the differences between standpoint and post-structural theory; the differing implications of these approaches for addressing race, class and gender in practice and theory. Course topics will be chosen in consultation with students to incorporate students' particular research interests. Students who wish to consider

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

CIE1001H Introduction to Comparative, International and Development Education

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

Staff

CIE1002H Practicum in Comparative, International and Development Education

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

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 (seminars, pair/group discussions, lectures, guest speakers, Video-recordings) and intellectual challenge are the key elements in the course's pedagogy. In addition, reflection, cooperative learning, inclusive classroom ethos, critical thinking, social skills development, a culture of encouragement, and reciprocal sharing and learning are a must for each session.

Prerequisite: One page rationale submitted by MA & PhD students to instructor, justifying the course relevance to them prior to being enrolled in course.

Enrolment Limits: Open only to CIDE students with MA, PhD and EdD tracks.

Staff

Other courses accepted for credit in the Adult Education and Community Development Program

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

SJE1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

LHA1820H Special Topics in Higher Education: Master's Level

Educational Leadership and Policy Program Courses

LHA1003H Conducting Research in Educational Leadership and Policy [RM]

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.

NOTE: All master's candidates are strongly recommended to take this course towards the end of their program

**LHA1024H Critical Conversations: Philosophy, Educational
Leadership and Educational Policy Studies**

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.

J. Portelli, or Staff

LHA1052H Individual Reading and Research in Educational Leadership and Policy: Master's Level

LHA3042H Field Research in Educational Leadership and Policy
[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. Ryan

LHA3043H Survey Research in Educational Leadership and Policy
[RM]

An exploration of the history and current use of survey research in educational leadership and policy. 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.

Leadership, Higher and Adult Education

LHA1805H The Community College

This course provides an overview of the history, philosophy and evolution of community colleges. While the focus will largely be on the Ontario college system, students will also engage in exploration of wider issues, controversies, challenges and opportunities that community colleges face more broadly in Canada, the United States and in other countries, particularly Anglophone countries with similar systems. The themes of social justice, access and equity run through all topics, as a key purpose of community colleges is to promote these objectives.

L. Wheelahan

LHA1806H Systems of Higher Education

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

G.A. Jones

LHA1807H Strategic and Long-Range Planning for Postsecondary Systems

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

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

C.Sa

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.

C.Sa

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

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

Staff

environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada.
Staff

LHA1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

LHA1844H The Student Experience in Postsecondary Education

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad forms of literature/documentation that addresses various components of the student experience. A particular focus of this course will be on exploring the various outcomes of postsecondary education

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

LHA1065H Educational Equity and Excellence in International Comparison

In an era of expanding educational enrolments and attainment and rapidly growing world income inequality, equity and excellence of national education systems are seen as key routes to equality of opportunity, economic growth and competitiveness. This course will explore questions of how educational equity and excellence are defined and measured,

various theoretical perspectives will also be considered.

L. Muzzin

LHA1856H Advanced Student Development Theories in Higher Education

This course builds upon the knowledge gained in LHA1854, Student Development Theories in Higher Education. The course will more deeply examine psychosocial, cognitive structural, and typological theories. With a focus on intersectionality we will examine how race, culture, ethnicity, gender, sexual orientation, disability, and spirituality can influence development. Students will learn to use theories to improve our work with students. We will not do so without a critical examination of the theories.

Prerequisite: LHA 1854

Staff

LHA3048H Introduction to Multiple Regression Analysis in Educational Research

This is an intermediate applied statistics course designed for students who have already taken one course in elementary concepts (e.g., sampling and statistical inference). The course covers the use, interpretation, and presentation of bivariate and multivariate linear regression models, curvilinear regression functions, dummy and categorical variables, and interactions; as well as model selection, assumptions, and diagnostics. Examples and assignments will draw from commonly-used large-scale educational datasets. Students are encouraged to use Stata; the course will also serve as an introduction to this software package (students may instead choose to use SPSS or other software they are familiar with). The objective of the course is to equip students with the skills to use, interpret and write about regression models in their own research.

Prerequisite: An introductory statistics course such as APD1287H or equivalent, or permission of instructor

A.K. Chmielewski

Social Justice Education

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

Diaspora and Transnational Studies - MA, EdD, PhD

Educational Policy - MEd, MA, EdD, PhD

Environmental Studies - MEd, MA, EdD, PhD

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

Sexual Diversity Studies - MEd, MA, EdD, PhD

South Asian Studies - MEd, MA, EdD, PhD

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

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

For more information on SJE's program, please also see the School of Graduate Studies Calendar.

Social Justice Education Program

Social Justice Education Program

The Social Justice Education Program's admission guidelines are attentive to challenging barriers of systemic discrimination in education. Applicants may voluntarily self-identify as members of equity-seeking groups (women, visible minorities, Aboriginal peoples, persons with a disability, sexual/gender minorities, francophone, etc.), if this is considered relevant to research interests or experience in social justice education.

Master of Education

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. We welcome applicants with diverse backgrounds.

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

Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:

- a careful statement of intellectual interests and concerns relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's interests**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked, although one professional reference letter and one academic reference letter would also be

acceptable.

- at least one sample of written work that demonstrates engagement with social justice in education.

Program Requirements

Students may complete the MEd program by one of three options:

- 5 full-course equivalents (Please note that most M.Ed. applicants will be assigned to the this option. See note below re transfer to the following options.)
- 4 full-course equivalents plus a Major Research Paper (MRP) SJE2001Y Major Research Paper
- 3 full-course equivalents plus a thesis

Subject to consultation with a faculty advisor, the Department recommends **SJE1903H** (Major Concepts and Issues in Social Justice Education).

At least half of the courses in an MEd program must be Social Justice Education (SJE) program courses (currently prefixed SJE). Students who are registered in a collaborative program may apply to have their SJE course requirement reduced by one half course. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SSJE credit.

Students are **strongly recommended** to take **SJE1906H** (Integrating Research and Practice in Social Justice Education) **towards the end** of their degree program. This course provides students an opportunity to complete a research project synthesizing their educational experience with their professional, intellectual, and/or community goals.

The program may be completed on a full-time or part-time basis.

NOTE: Transfer to the MEd 8 half course with Major Research Paper (MRP) is possible, if the student develops a research proposal for a Major Research Paper and has the strong support of a SJE faculty member for supervision. Transfer is a Departmental Admissions Committee decision and is only approved on rare occasions.

Master of Arts

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.

Admission to the MA program requires an appropriate bachelor's degree in a humanities, social sciences, or cognate discipline from a recognized university, with standing equivalent to a **mid-B or better** in the final year.

Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:

- a description of intended research project relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.**
a program

Subject to consultation with a faculty advisor, the Department recommends **SJE1903H** (Major Concepts and Issues in Social Justice Education).

Students are required to take 2.5 other full-course equivalents (FCEs), of which at least 1.5 must be Social Justice Education (SJE) program courses (currently prefixed 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.

Additional courses may be required of some students, and some students may be required to take specified courses in research methods and/ or theory.

Students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

The EdD degree program is distinct from the PhD in that students are encouraged to orient towards applied and theoretical dimensions of professional educational practice understood as knowledge, teaching, and learning which takes place within or beyond schooling.

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.

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. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
M. Boler

SJE1461H Special Topics in History of Education

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

~~**SJE1462H Special Topics in Philosophy of Education**~~

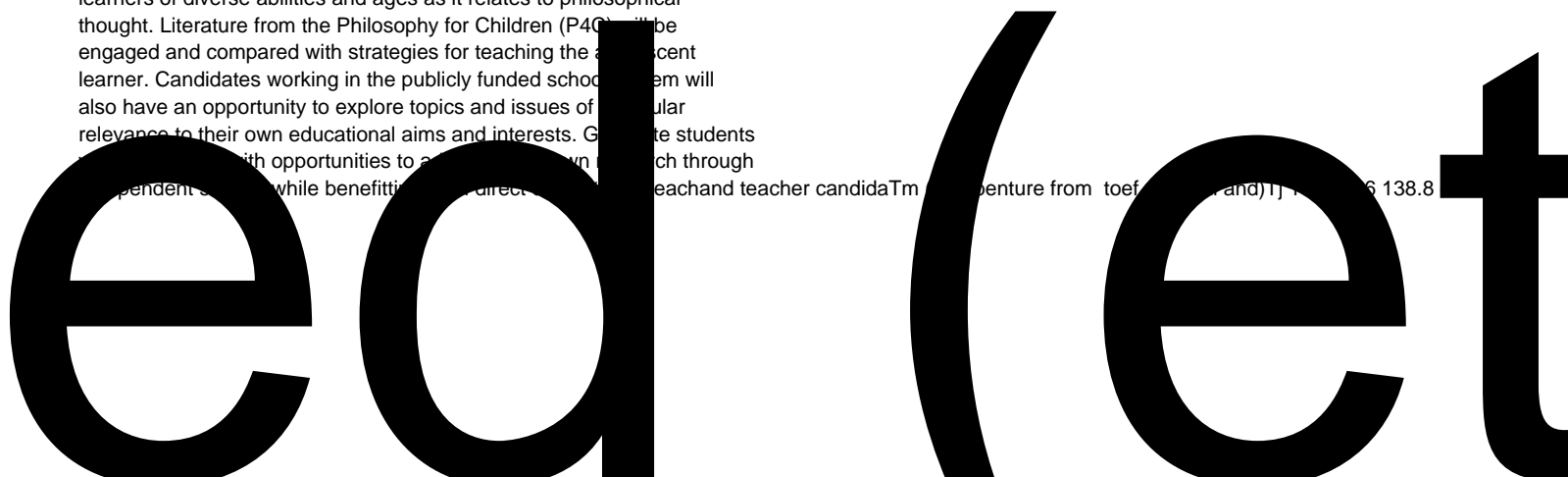
This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

SJE1471H Critical Issues in Education: Philosophical Perspectives

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

SJE1472H Philosophical Questions About the Teaching of Philosophy

This new offering introduces students to key issues regarding teaching philosophy to a range of ages and in a variety of contexts. One course aim is to allow students to tie philosophical thought more directly to teaching and learning in schools in a way that allows them to improve both student learning and their own teaching. Open to graduate students and teacher candidates in all disciplines, attention will be devoted to pedagogical practices such as differentiated instruction and teaching learners of diverse abilities and ages as it relates to philosophical thought. Literature from the Philosophy for Children (P4C) will be engaged and compared with strategies for teaching the adolescent learner. Candidates working in the publicly funded school system will also have an opportunity to explore topics and issues of particular relevance to their own educational aims and interests. Graduate students will have opportunities to present their own research through independent study while benefitting from direct supervision by a teaching and teacher candidate mentor. (Admission by application and interview.) 6 138.8



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

'post-colonial' Africa, and the roles and significance of Indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social

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.
D. Farmer

SJE2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
P. Sawchuk

SJE2998H Individual Reading and Research in Education: Social Justice in Education: Master's Level

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

SJE2999H Special Topics in Social Justice Research in Education

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

SJE3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts. The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.
M. Boler

SJE3452H Individual Reading and Research in the History of Education: Doctoral Level

Course description same as SJE1452H.
Staff

SJE3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Course description same as SJE1453H.
Staff

SJE3480H EdD Seminar in the Philosophy of Education: I

This is a required research seminar for EdD candidates involving consideration of the problems of philosophical studies in a critical
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assumptions of various fields of research, the overriding inquiry in this course will be epistemological, derived from the philosophical study of how knowledge is acquired, verified, produced, and transmitted.

NOTE: Effective September 2016, subject to consultation with a faculty advisor, the Department recommends SJE3905H.

Staff

SJE3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

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

Prerequisite: SJE1922H or permission of instructor

G.J.S. Dei

SJE3911H Cultural Knowledges, Representation and Colonial Education

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation.

discussions will broach such issues as the contexts in which Fanon developed his ideas and thoughts and how these developments subsequently came to shape anti-colonial theory and practice, the limits and possibilities of political ideologies, as well as the theorization of imperialism and spiritual 'dis-embodiment', particularly in Southern contexts. Specific subject matters include Fanon's understanding of violence, nationalism and politics of identity, national liberation and resistance, the 'dialectic of experience', the psychiatry of racism and the psychology of oppression, the limits of revolutionary class politics, and the power of 'dramaturgical vocabulary', and how his ideas continue to make him a major scholarly figure. The course will also situate Fanon in such intellectual currents as Marxism and Neo-Marxism, existentialism and psychoanalysis, Negritude, African philosophy and anti-colonialism, drawing out the specific implications for education and schooling.

G.J.S. Dei

SJE3929H Advanced Disability Studies: Interpretive Methods, Interpreted Bodies: Research Methods

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

T. Titchkosky

SJE3933H Globalisation and Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?

Staff

SJE3997H Practicum in Social Justice Education (EdD)

Practical experience in an area of the humanities, social sciences and/or social justice education fieldwork is a vital element of the development of skills in the application of knowledge from theory and research. In consultation with the SJE departmental Practicum Liaison person, the student shall establish a practicum supervisor and a suitable placement in consultation with her/his practicum supervisor, signaled by completion of an EdD 'Practicum Agreement Form' (SJE website, 'Students', 'Dept. Specific Forms'). For successful completion of this course, the student is required to: a) spend 72 hours in active educational fieldwork; b) have regular contact with their individual practicum supervisor; c) submit an interim report of approximately 1500 words to the Practicum Supervisor; and submit a final paper of approximately 8000 words to the Practicum Supervisor offering a final synthesis of specific field experiences & their

relationship to a relevant body of academic and sociological literature which shall be graded on a Pass/Fail basis. Examples of relevant educational placements include but are not limited to school boards, community organizations, social service organizations, unions, cultural organizations and other organizations with relevant educational functions, broadly conceived.

Staff

SJE3998H Individual Reading and Research in Social Justice Education: Doctoral Level

Course description same as SJE2998H.

Staff

SJE3999H Special Topics in Advanced Sociological Research in Education

Course description same as SJE2999H, but at the doctoral level.

Staff

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

a knowledge consciousness that emerges from an understanding of the society-nature-culture nexus or interface.

G. J. S. Dei

SJE1993H Militarism and Sustainability: Concepts of Nature, State and Society

Militarism is and has been an ongoing part of civilization and state formation throughout much of recorded history. The devastating effects of war on the environment, individual human and group life, and the disruption of any sense of normal lawful or civil society are well documented. It is difficult to find any political group who advocates or see war as a preferred means of conflict or social resolution. Yet war, militarism, and the quest for dispute resolution and ordination of one group over another is a central part of human history. In many accounts of history and what G. H. Mead called human group life war and militarism is all but a code word for what we label as history.

P. Olson

Equivalent course

CTL1011: L'éducation pour l'anti-oppression en milieu scolaire will be accepted as equivalent to the required MA/MEd course in SJE1903: Major Concepts and Issues in Education.

LHA1131H: Learning for the Global Economy is accepted as SJE credit.

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

Aboriginal Education

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

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators;
- develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Truth and Reconciliation Commission of Canada, the Report of the Royal Commission on Aboriginal Peoples, the ACDE Accord on Indigenous Education and Ontario's First Nations, Metis and Inuit Education Policy Framework.
- examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the MT, MEd, MA, EdD, and PhD levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; see Website for details.

Faculty actively working in this research area are in the departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Leadership, Higher and Adult Education (LHAE); and Social Justice Education (SJE).

Faculty include: R. Moodley, S.L. Stewart (APHD); S. Stagg-Peterson and S. Styres (CTL); B. Burstow, A. Miles, J. Magnusson, J.P. Restoule, J. Ryan and S. Waterman (LHAE); M. Cannon, G. Sefa Dei, P. Olson, E. Tuck and N. Wane (SJE).

Further information is available from:

Critical Pedagogy and Cultural Studies

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; participatory action research; 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; disability studies; Indigenous 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, R. Gaztambide-Fernandez, D. Gérin-Lajoie, T. Goldstein, M. Kooy, C. Morgan, E. Pedretti, H. Sykes and P. Trifonas (CTL); A. Miles, S. Mojab, E. O'Sullivan, J. Quarter and P. Sawchuk (LHAE); M. Boler, G. Sefa Dei, M. Heller, C.P. Olson, S. Razack, T. Titchkosky, E. Tuck, R. Walcott and N.N. Wane (SJE); L. Teather (Museum Studies).

Further information is available from:

Tanya Titchkosky (SJE)

Études francophones en éducation

Études francophones en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département des humanités, des sciences sociales et de la justice sociale en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent Études francophones en éducation. Les cours qui sont offerts traitent du contexte de l'éducation francophone en milieu minoritaire et de la sociologie de l'éducation, plus largement, des politiques linguistiques, ainsi que de la construction des différences liées à la langue, la race, l'ethnicité, le genre, la sexualité, les classes sociales, le handicap, et autres. Les cours se donnent principalement en ligne, à distance, sur place et de façon hybride par vidéo-conférence/sur place.

The courses provide a focus on the study of the educational, social and linguistic aspects of francophone life in Ontario, Canada, and around the world. Emphasis is placed on understanding school and social inequities and the construction of differences through language, race, class, gender, sexuality and disability. Faculty actively working in this research area: D. Gérin-Lajoie, N. Labrie (CTL); D. Farmer, M. Heller (SJE).

Pour tout renseignement concernant les demandes d'admission, veuillez contacter:

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

Lieu : 252, rue Bloor ouest, 6e étage

Téléphone : 416-978-1975

Télécopieur : 416-926-4714

Courriel: crefo.oise@utoronto.ca

http://crefo.oise.utoronto.ca/ETUDIANTS/COMMENT_S_INSCRIRE.html

Learning and Work

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, age and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with the Workplace Learning and Social Change Collaborative Program housed in the Department of Leadership, Higher and Adult Education. Much of the relevant research is conducted through the Centre for Learning, Social Economy and Work (CLSEW).

Faculty associated with this research area include:

K. Mirchandani, S. Mojab, S. Ryan, P. Sawchuk, J. Quarter, M. Vieta (LHAE); T. Zoric and P. Olson (SJE).

Further information is available from:

Peter Sawchuk (LHAE)

Telephone: 416-978-0570

Fax: 416-926-4741

E-mail: peter.sawchuk@utoronto.ca

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.

Interdepartmental Research Areas

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, T. Titchkosky 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

Website: www.oise.utoronto.ca/cwse

Research and Field Activities

programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Gérin-Lajoie

Département : Curriculum, Teaching and Learning

Téléphone : 416-978-1993

Télécopieur : 416-926-4714

Courrier électronique : diane.gerin.lajoie@utoronto.ca

Lieu : 252 rue Bloor Ouest, 6-109

Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques éducatives et sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux

popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at 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: Clare Brett

Department: Curriculum, Teaching and Learning

Location: 252 Bloor Street West, Room 11-252

Telephone: 416-978-0132

E-mail: clare.brett@utoronto.ca

Website: 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 diversity issues in Ontario, Canada and internationally. As a group of scholars and practitioners, we are committed to public literacy and education that meets the needs and interests of all students. The Centre provides a stimulating research community that honours theory and practice by: engaging in collaborative research and curriculum development; offering enriched graduate, pre-service and in-service programs; fostering outreach with the wider community; and disseminating best practices, resources, curricula and research findings. As the mission statement declares, we are: a centre for excellence in science, mathematics, and technology education –undertaking research, development, and instruction that promote broad, deep, and critical understanding, inclusion, diversity, equity, personal wellbeing, creativity, and social and environmental justice.

In furthering our commitment to mathematics and technology education, the Centre is also the home of the *Canadian Journal of Science, Mathematics and Technology Education*, the first academic journal in this field published in Canada. Since 2001, the journal has provided an international forum for the publication of original articles including research investigations, critical reviews of the literature, policy perspectives and position papers. For more information, please visit the SMT website at <http://www.oise.utoronto.ca/smt>

Centre for the Study of Canadian and International Higher Education (CIHE)

Centre for the Study of Canadian and International Higher Education (CIHE)

Director: Creso Sá

Core Members: Ruth Childs, Ruth Hayhoe, Katharine Janzen, Glen Jones, Linda Muzzin, Stephanie Waterman, Leesa Wheelahan

Department: Leadership, Higher and Adult Education

Location: 252 Bloor Street West, Room 6-238

Telephone: 416-978-1206

E-mail: c.sa@utoronto.ca

Website: <http://www.oise.utoronto.ca/cihe/Home/index.html>

The Centre for the Study of Canadian and International Higher Education (CIHE) has four main objectives: 1) support and promote research on the study of Canadian and international higher education; 2) disseminate research findings through Centre publications, conferences, symposia, and seminars; 3) contribute to and support informed public debate on Canadian and international higher education; and 4) create a research community of engaged scholars, graduate students, and others interested in the study of higher education. In pursuing these objectives, CIHE mobilizes research and scholarship that occurs at OISE to the broader community and seeks to establish a national voice on higher education issues. CIHE is based in the Department of Leadership, Higher and Adult Education and its core members support the graduate programs in Higher Education.

Centre for Urban Schooling

The Centre for Urban Schooling

Head: Rob Simon

Department: Curriculum, Teaching and Learning

Website: cus.oise.utoronto.ca

Established in 2005, the Centre for Urban Schooling (CUS) connects the Ontario Institute for Studies in Education (OISE) to urban schools and communities. The Centre conducts research on and advocates for critical practice that is focused on how to better serve historically marginalized and racialized children and youth in public schools. Since 2014, the Centre has been engaged in a research program of critical practitioner research and practice in urban schools. Our critical practitioner research program encompasses multiple genres and forms of critical research (including, for example, critical action research, critical participatory action research and critical youth participatory action research) where the practitioner is simultaneously a researcher who is engaged in inquiry with the ultimate purpose of enriching students' learning and life chances.

Centre for Women's Studies In Education (CWSE)

Centre for Women's Studies In Education (CWSE)

Interim Head: Jamie Magnusson

Location: OISE, 252 Bloor Street West, Room 2-225

Telephone: 416-978-2080

E-mail: cwse@utoronto.ca

Website: www.oise.utoronto.ca/cwse

The Centre for Women's Studies in Education (CWSE) is a research centre at OISE. Established by feminist faculty, staff and students in 1983, CWSE is a hub of knowledge mobilization for feminist and gender

The Transformative Learning Centre (TLC) is a unique interdisciplinary hub for the study and practice of learning and action in a wide range of community and social movement contexts that involves both individual and social transformation.

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 studies are 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 i 915 bertain

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 2015-16 the cost for twelve months was \$612 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

Late Payment Fees

A late payment fee of \$44 plus \$5 for each day of delay to a maximum of \$94.00 will be assessed against any student enrolled in Summer, Fall or Winter Session courses but whose fee payments 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

Tuition may be paid by session. The minimum payment of fees for each session will be indicated on the invoice which you will be able to download from www.acorn.utoronto.ca. The due date for payment for the Fall Session is August 29, 2016. The due date for the Spring (January to

Financial Support

Notices pertaining to awards, other than those listed here, are posted on the OISE Graduate Student Funding website

<http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html>. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

OISE Graduate Assistantships

To support programs of full-time graduate study, OISE offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-978-2403

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements.

of service to the educational or related fields. A candidate must: a) be a resident of Canada, preferably of Ontario, 25 years of age or over; b) hold a bachelor's degree from an accredited university and be acceptable under OISE's admission policy; c) be in full-time paid employment for at least two continuous years prior to enrolment at OISE; and d) be in need of financial assistance.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total \$1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE). Specifically, the support is for assisting graduate students in education who are:

- a. Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
- b. Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Margaret I. Hambly Entrance Scholarship

The Ontario Institute for Studies in Education established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of \$800. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need.

OISE Alumni Association Doctoral Fellowship

The Fellowship has been established for full-time doctoral students at OISE who have contributed to the OISE Alumni Association through volunteer activities.

A candidate must: a) be enrolled in a full-time doctoral program at OISE; b) have successfully completed his/her coursework and comprehensive examinations; c) have had his/her dissertation proposal completed and accepted by the candidate's department and the ethical review committee; d) have contributed to the OISE Alumni Association through volunteer activities; e) not be a member of the OISE Alumni Association Executive Council in the year that the Fellowship is awarded; and f) have financial need.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of \$1,500 per academic year. In order to qualify for consideration an applicant must be registered on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages,"

and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE Education Commons and the U. of T. Robarts Library.

William Waters Scholarship in Urban Education

OISE is offering scholarships to promote excellence in teaching in the urban classroom. The successful candidates will be experienced teachers entering a full-time master's program with an interest in questions of social justice and school success for students from economically disadvantaged neighbourhoods attending underperforming schools. In addition to the requirements set out by the graduate program, the successful scholarship recipients will be invited to join the Centre for Urban Schooling and participate in the wide variety of activities related to research, professional development, advocacy and teacher education promoted by the Centre over the course of the year.

External Scholarships

Fulbright Student Awards

These awards are intended for Canadian and American graduate students and junior professionals who wish to enrol in a graduate studies program or continue their current course of graduate study and/or research at a university or research centre in the United States or Canada, respectively.

Students must apply for this award prior to acceptance to their graduate program.

The application deadline is usually in the early Fall.

Please refer to their website for complete information:
www.fulbright.ca/programs/canadian-students/traditional-awards.html

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives \$5,000 per session. Awards are for two or three consecutive sessions. International students are eligible for this scholarship.

Application forms, as well as, detailed information on eligibility and terms and conditions of the award can be obtained from the School of Graduate Studies Website at:
<http://www.sgs.utoronto.ca/currentstudents/Pages/Ontario-Graduate-Scholarship.aspx>

Students currently enrolled in a graduate program, must submit the application to your department by the deadline.

Prospective students must submit an application to each institution for which they are seeking admission. OGS awards are no longer transferrable from one university to another.

The deadline will be announced in early Fall on the OISE Graduate Student Funding website
<http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html>

Social Sciences and Humanities Research Council of Canada Doctoral Fellowships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council

of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships are currently valued at \$20,000. Scholarships of \$35,000 are also available to students with high academic merit.

Application forms are available at: www.sshrc.ca

- a. For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually early October for the following academic year, will be announced on the OISE Graduate Student Funding website <http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html> in early Fall.
- b. For prospective full-time students, please refer to the SSHRC website.

Ontario English Catholic Teachers' Association (OECTA) Scholarships and Fellowships - up to \$10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of \$10,000 each. It also offers two fellowships for Religious Studies and one for Labour Studies up to \$10,000 each (graduate or undergraduate). Bursaries of up to \$1,000 are also available. These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:

Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Website: www.oecta.on.ca

Application deadline is April 1.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

Office of the Registrar and Student Services

OISE's Registrar's Office and Student Services has merged to become the Office of the Registrar and Student Services. Information regarding resources and programming can be found at: