

OISE Graduate Studies in Education Bulletin

2019-2020

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List of updates and changes made since publication in March 2019

Since the publication date of March 2019, the following updates have been made:

Administrative Officers

- The Director of the Education Commons is replaced with Mark Hume, Acting Director. (*Updated, June 25, 2019*).
- The Manager of the Education Commons has a note added, "until June 30, 2019." (*Updated, June 25, 2019*).
- The Director of the OISE Library, Monique Flaccavento, is amended with the note "on leave from July 1, 2019 - June 30, 2020". A further note adds that Jenaya Webb is the Acting Director of the OISE Library from July 1, 2019 - June 30, 2020. (*Updated, June 25, 2019*)

Sessional Dates and Deadlines

- The last day of the 2020 Winter Session and full-year lectures was stated incorrectly as April 9, 2020 and has been changed to April 3, 2020. (*Updated, June 25, 2019*)

Applied Psychology and Human Development

- School and Clinical Child Psychology, PhD: The course menu of the 0.5 FCE from the Psychosocial Interventions menu was updated (*Updated, June 25, 2019*)

Curriculum, Teaching and Learning

- CTL3010H course name was previously listed as *Language Learning* and has been changed to *Second-Language Learning*. (*Updated, June 25, 2019*)

Leadership, Higher and Adult Education

- LHA1104H, LHA1160H, LHA1192, LHA3103, LHA3119H has been removed from the course listing. (*Updated, June 25, 2019*)
- Educational Leadership and Policy, EdD: A new field, *International Educational Leadership and Policy*, has been added. Note that this field will start in September 2020. (*Updated, June 25, 2019*)

About OISE

OISE is recognized as a global leader in graduate programs in teaching and learning, continuing teacher education, and education research. As one of the largest and most research-intensive faculties of education in North America, OISE is an integral part of the University of Toronto—Canada's most dynamic and comprehensive institution of higher learning.

OISE is committed to enhancing the social, economic, political and cultural wellbeing of individuals and communities locally, nationally and globally through leadership in teaching, research and advocacy. A unique place to work, learn and grow, OISE addresses current and emerging challenges with the scale, academic excellence and collaborative energy that few institutions in the world can claim. Our mission is to:

- Prepare scholars, teachers and other professional leaders to be equipped with the skills and global awareness required by an increasingly challenging and complex society, ready to influence policy and practice in their fields.
- Discover and mobilize knowledge through leading-edge research, pedagogical and technological innovation, creativity, and scholarship-driven local, national and international collaboration.

Administrative Officers (Partial List)

Jeananne Robertson, MA

Student Success Counsellor

Lise Watson, MA

Financial Aid Coordinator

Ghayas Shams, MEd

Student/Career/Co-curricular Record Coordinator

Nicole S. Ryan, MEd

Recruitment and Diverse Student Success Coordinator

Xiaoyong (Andy) Xia, MEd

International Recruitment & Success Coordinator

Dryden Rainbow, BA

Admissions & Doctoral Registration Officer

Anil Purandaré, BA

Doctoral Registration Specialist, (PhD, EdD)

Heather Haslett, BA

Registration Specialist, (APHD, LHAE and SJE)

Wendy Prezament

Registration Specialist (CTL), Student Records and Admissions Officer

Lucy Stellato, BA

Registration Specialist, (CTL-Master of Teaching)

Officers of the University

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

<http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2018/07/im-uto-2018-2019im.pdf>

Sessional Dates and Deadlines

Please note the following:

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

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

Sessional Dates and Deadlines

May 24

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

June 1

Tuition deposit (\$300) deadline for newly admitted students in the Master of Teaching and MA-Child Study and Education programs to hold admission space

June 14

Last day of 2019 Summer Session, first term lectures - except for Master of Teaching courses which will end on June 20, and the MA-Child Study & Education program which will end on June 24

June 11

Spring Convocation - PhD, EdD, MEd, MA (see www.convocation.utoronto.ca). NOTE: Convocation for OISE Teaching Certification degrees (Master of Teaching, MA-Child Study and Education, Bachelor of Education is June 20)

June 15

Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Office of the Registrar and Student Services, Registration Team, for 2019 Summer Session, second term courses

June 17

Deadline for dropping 2019 Summer Session, May to August courses only, without academic penalty

June 20

Spring Convocation - Master of Teaching, MA-Child Study and Education, Bachelor of Education (see www.convocation.utoronto.ca).

June 25

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

June 26

Deadline for adding 2019 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

June 28

Final date for Special Students to submit a complete application for admission to the 2019 Fall Session

July 1

Canada Day observance (University closed)

July (tba)

Course selection information for the 2019-20 Fall/Winter Session will be available this month (date to be announced).

July 2 - August 12

Lectures begin for the 2019 Summer Session, second term

July 2 - August 12

Master of Teaching Program 2019 Summer Session, second term

July 2

Deadline for registration, without late fee, for 2019 Summer Session, second term

July 9

Deadline for adding 2019 Summer Session, second term courses

July 12

Grade approval date for 2019 Summer Session first term summer courses. Instructors must submit earlier to ensure approval by this date.

Grades will be available on ACORN approximately one week after this date.

July 15

Deadline for master's students to request convocation in the Fall if all degree requirements will be completed in 2019 Summer Session

July 15

Deadline for dropping 2019 Summer Session, second term courses, without academic penalty

July 31

Master of Teaching program final date to request a deferral of admission from the 2019 Fall Session to the 2020 Fall Session; for all other programs the deadline is September 13

July 15

Registration for Fall 2019 and Winter 2020 Session begins

August 5

Civic Holiday (University closed)

August 12

Last day of 2019 Summer Session, second term

August 23

Recommended deadline for tuition fee payment. This deadline ensures that payment is received by the registration deadline of September 13 and avoids cancellation of registration/course enrolment

August 29

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

August 31

Deadline for new students to satisfy all conditions of admission, otherwise course enrolment and registration will be cancelled and offer of admission withdrawn

September 2

Labour Day (University closed)

September 4

Deadline for adding 2019 Fall Session and full-year courses, without instructor's approval. After this date, instructor's approval at the beginning of classes is required

September 4

Grade submission date for 2019 Summer Session completed courses (May-August, and July-August sessions). Instructors must submit earlier to ensure approval by this date. Grades will be available on ACORN approximately one week after this date

September 4

Deadline for SDF designation for 2019 Winter Session courses to be changed to a regular grade or a failing grade

September 5

Deadline for submission of Individual Reading and Research course approval forms for 2019 Fall Session and full-year courses, to be submitted to the Office of the Registrar and Student Services, Registration Team

September 3 - 6

Orientation day events

September 9

Lectures begin for the 2019 Fall Session and full-year courses

The 2019-2020 Fall/Winter refund date and service charge schedule is

published on the fees website: www.fees.utoronto.ca

September 13

Registration deadline for students registering in the Fall Session (September to December). After this date, a late registration fee will be charged. Minimum payment is due [unpaid fees from previous session(s) + 100% of current fall tuition fee charges]

Certain portions of some student society fees may be refunded by the student society (listed on the ACORN invoice), within limited time periods at the beginning of each session (at the discretion of the student society). Procedures and timelines for requesting refunds can be found on www.fees.utoronto.ca

September 13

Final date to request a deferral of admission from the 2019 Fall Session to the 2020 Fall Session; for the Master of Teaching program the deadline is July 31

September 16

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 17

Final date to upload final doctoral theses to SGS to avoid fee charges for 2019-20.

September 23

Deadline for adding 2019 Fall Session and full-year courses

September 27

Deadline to submit the final PhD or EdD thesis for Fall (November) Convocation.

October 4

Final date for Special Students to submit a complete application for admission to the 2020 Winter Session

October 14

Thanksgiving Day (University closed)

October 15

Deadline for master's students to request convocation in March (in absentia) or in the Spring if all degree requirements will be completed in the 2019 Fall Session

October 28

Master of Teaching program fall Practicum (to November 22)

October 28

Deadline for withdrawing from 2019 Fall Session courses without academic penalty

November 15

Deadline for submitting a complete application for admission to degree programs beginning in the 2020 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

November TBA

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

November 29

February 17

Family Day (University closed)

February 18

Master of Teaching Winter Practicum (to March 13)

February 24

Deadline for withdrawing from the 2020 Winter Session and full-year courses without academic penalty. Note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.

March 16-20

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

March 15

Deadline for master's students (including MT) to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2020 Winter Session.

March 17-21

Course selection information will be available beginning this week for the

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 2019-20 fees schedule has not yet been established; the amounts quoted in the Fees section are from the 2018-19 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

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.

All conditions of admission are stated on the offer letter. 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.

It is a new student's responsibility to clear all conditions as soon as possible. Documents to satisfy a condition must be received in the Office of the Registrar and Student Services by **August 31, 2019**.

All conditions must be satisfied before final registration is permitted. When every condition of admission has been cleared, an "All Conditions Satisfied" e-mail message will be sent.

If all conditions are not fulfilled, course enrolment and registration will be cancelled and the student will not be permitted to continue in the program. Possible future admission is not guaranteed and requires re-application (including payment and submission of supporting documents).

Most conditions require an official transcript. Official transcripts are paper records received by the Office of the Registrar and Student Services in a sealed envelope, signed/stamped by the issuing institution. Transcripts

received in an unsealed envelope, or as faxed transcripts, informal grade reports and electronically transmitted transcripts are not official.

Paper official transcripts are submitted to:

Office of the Registrar and Student Services, Admissions Unit
Ontario Institute for Studies in Education
252 Bloor Street West, Room 8-225
Toronto, ON M5S 1V6

Continuity of Registration

Regulations concerning the degrees below are detailed in the University of Toronto School of Graduate Studies Calendar (section 6.1.8).

Doctoral Students

All doctoral students must register continuously until all degree requirements have been fulfilled.

EdD students

Summer Sessions are listed in the Sessional Dates and Deadlines section. Students should pay special attention to these. After these deadlines, no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) and may result in a failure or a Withdrawal (WDR) notation. Should a student continue in the course but not complete the requirements for the course, the course itself will remain on the record (transcript) and will receive the grade that has been earned. If a student has incomplete or failed courses, other courses must be added to fulfill the degree requirements.

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

NOTES:

1. A request for an extension beyond the final deadlines will only be considered in extenuating circumstances.
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 their first choice of course.

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 **JOI** as 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 2019 Summer Session will be available in mid-March, with course selection beginning March 28. The 2019 Fall Session and the 2020 Winter Session course list will be available in July on the Office of the Registrar and Student Services'

website, with course selection beginning approximately a week after release of the course timetable.

NOTES:

funding. Please consult the School of Graduate Studies Calendar, and the departmental program sections in this *Bulletin* for further details.

Full-Time/Part-Time Course Load

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

Part-Time: Two half-courses ordinarily constitute a part-time program of study in the Fall and Winter Sessions (one in each session). Each half-course normally meets for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. One half-course constitutes a part-time program of study in the Summer Session - one in either May/June OR in July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Office of the Registrar and Student Services, Registration Team.

Restrictions may apply.

Grade Reports

Grades will be available on ACORN via the Student Web Service at www.acorn.utoronto.ca. Please refer to the Sessional Dates and Deadlines section in this *Bulletin* for further information.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member. For more information, please contact the Office of the Registrar and Student Services, Registration Team at (416) 978-2833 or registrar@utoronto.ca. For more information, please contact the Office of the Registrar and Student Services, Registration Team at (416) 978-2833 or registrar@utoronto.ca.

Travaux et thèses en français

La plupart des cours offerts à OISE sont en anglais. Cependant, une nouvelle spécialisation conjointe *Éducation, francophonies et diversité*, offerte au niveau des études supérieures, offre ses cours en français, sur place et/ou à distance.

De plus, tous les étudiants et étudiantes inscrits à OISE peuvent remettre leurs travaux en français en prenant les dispositions nécessaires auprès des professeures et professeurs dont les noms apparaissent plus bas. Nous recommandons cependant aux étudiantes et étudiants de rencontrer ces professeures et professeurs au préalable pour en discuter, s'ils ou elles souhaitent remettre leurs travaux en français.

Les professeures et professeurs qui peuvent recevoir des travaux en français à OISE sont :

Department of Curriculum, Teaching and Learning

A. Gagné, T. Goldstein, N. Labrie, E. Piccardo, E. Le Pichon-Vorstman, K. Rehner, M-P. Lory

Department of Applied Psychology and Human Development

J. Ducharme, M. Ferrari, J. Pelletier

Department of Social Justice Education

L. Bisailon, D. Farmer, M. Heller, C.P. Olson

Voir la section *Interdepartmental Research Area* pour une description de la spécialisation conjointe *Éducation, Francophonies et Diversité*, sous la rubrique « Études en français à OISE ».

Transcripts

A \$12 fee is charged for each copy of a transcript of record. These fees are subject to change.

Transcripts will not be issued for students whose fees payments are in arrears.

Transcripts may be ordered online from Student Web Services (www.rosi.utoronto.ca) or at the University of Toronto Transcript Centre, 100 St. George Street, Toronto, Ontario M5S 3G3.

Exception:

Applied Psychology and Human Development

Applied Psychology and Human Development (APHD)

Codes:

= Field

= Collaborative Specialization

Child Study and Education Program - MA

Counselling and Clinical Psychology Program

Clinical and Counselling Psychology - MA, PhD

Indigenous 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

Indigenous 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

Global Mental Health and Counselling Psychology - MEd

Guidance and Counselling - MEd

Indigenous 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 APHD programs, please also see the School of Graduate Studies (SGS) Calendar.

For details about Collaborative Specializations, please also visit the SGS website.

Child Study and Education Program

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher preparation and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviours change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom teaching. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

Our non-thesis program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for a **Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

The program offers two fields:

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

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

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

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

The field provides concurrent training in research methods and educational practice for elementary teacher certification. It supports the development of expertise in scientific examination of educational and psychological issues and highlights the integration between science and classroom practice. RIT students must complete a Major Research Paper equivalent to a Masters thesis.

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

Applied Psychology and Human 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, resumé, 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 resumé)
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 <https://www.oise.utoronto.ca/orss/Admissions/index.html>

Degree Requirements

The two-year MA requires the successful completion of the equivalent of 22 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 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 and Professional Learning Office at OISE.

First Year Courses

The following required courses are to be taken:

- APD2200Y Child Study: Observation, Evaluation, Reporting and Research
- APD2201Y Childhood Education Seminar I
- APD2210Y Introduction to Curriculum I: Core Areas
- APD2220Y Teaching Practicum
- APD2280Y 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 APHD.

In addition, **three elective half-courses** must be completed prior to the start of the second year of the program.

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 Curriculum and Pedagogies for Cross-Curricular Teaching

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 APD2222H: Professional Practice Project: Role A (0.5) and APD2223H: Professional Practice Project: Role B (0.5) 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.

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, such as Special Education, Early Learning, French.

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.

Combined Degree Programs

MA Child Study and Education Combined Degree Programs are designed for University of Toronto students interested in studying the intersections of their Bachelor's degree specialization, coupled with professional teacher preparation.

For a general description of Combined Degree Programs, see the School of Graduate Studies General Regulations section 1.4.3.

The following Combined Degree Programs are offered:

UTM Honours Bachelor of Science / Child Study & Education, MA

The Combined Degree Programs (CDP) for Honours Bachelor of Science at the University of Toronto Mississauga and the OISE Child Study and Education-MA are designed for students interested in studying the intersections of psychology and human development, coupled with professional teacher preparation. Students may apply studies in these areas towards professional training leading to teacher certification.

This CDP permits the completion of both degrees in six years. One full graduate course (1.0 full-course equivalent [FCE]) can be counted towards both the undergraduate and graduate degrees.

Every combination of degree programs listed below is understood as a unique Combined Degree Program.

The Combined Degree Programs between UTM and OISE are:

- UTM, Exceptionality in Human Learning (Specialist), Honours BSc / Child Study and Education, MA
- UTM, Psychology (Specialist), Honours BSc / Child Study and Education, MA
- UTM, Psychology (Major), Honours BSc / Child Study and Education, MA

Further Information:

For more information about this Combined Degree Program, please refer to the School of Graduate Studies Calendar.

Counselling & Clinical Psychology Program

Counselling and Clinical Psychology Program

There are two fields offered in this Program:

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

Field: Clinical and Counselling Psychology (MA, PhD)

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

Clinical and Counselling Psychology - Master of Arts (MA)

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

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

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 in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second, third and fourth-year levels).
- Satisfactory scores on the General and Subject (Psychology) tests of the General Record Examination (GRE) (Institution code: 0982)
- A standing equivalent to a University of Toronto A- or better in the final year
- Most successful applicants will have evidence of relevant professional and research experience

Program Requirements

The MA consists of 4.5 FCEs of total coursework:

- APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy (500 hours of practicum). Note: Colloquium Attendance: MA students will attend a minimum of three colloquium presentations during their program, which partially fulfills the course requirements for APD1203Y.
- 0.5 Elective Course
- APD1208Y Individual Cognitive and Personality Assessment and Practicum
- APD1219H Ethical Issues in Professional Practice in Psychology and Psychotherapy
- APD1228H Individual and Group Psychotherapy: Families and Couples Counselling **OR** APD1261H Group Work in Counselling and Psychotherapy (or an equivalent course)
- APD1263H Research Methods in Counselling and Clinical Psychology
- JOI1288H Intermediate Statistics and Research Design
- a master's thesis

Full-time option: Full-time on-campus study is required from September to April, which represents the Fall and Winter sessions. Normally, 1.5 FCEs are taken in each of the Fall and Winter sessions and a maximum of 1.0 FCE in the Summer session. Under this option, it is expected that all degree requirements will be completed within two years.

Part-time option: For this option, students can register as part-time students at the beginning of their program. However, they will be required to register as full-time students for one year of the program. In this option, students will normally take 1.0 FCE annually during the beginning of their program and 1.5 FCEs in each of the Fall and Winter sessions in their year of full-time study. Under this option, it is expected that all degree requirements will be completed within two to three years, up to a maximum of six years.

Clinical and Counselling Psychology - Doctor of Philosophy (PhD)

The principal aim of this degree program is the development of research and theoretical knowledge in clinical and counselling psychology, skills in assessment and diagnosis of psychopathology, advanced intervention skills, knowledge of research and statistical analysis, and knowledge and

Applied Psychology and Human Development

training in professional issues. Students are expected to conduct advanced research and to write and defend a doctoral thesis. Graduates will be prepared to assume a variety of positions in psychological teaching, research, and practice in universities, hospitals, and community settings and agencies offering psychological services, and in university or college counselling centres. This program is intended to prepare students for registration with the College of Psychologists of Ontario (CPO).

The Counselling and Clinical Psychology program offers both a full-time and flexible-time PhD, and progress in the program will be reviewed annually.

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.

Full-Time PhD

The PhD in Counselling and Clinical Psychology (Clinical and Counselling Psychology field) requires the following:

- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the second, third and fourth year levels), with a standing equivalent to **A- or better** in the final year.
- A University of Toronto MA degree with specialization in Clinical and Counselling Psychology with a grade of **A- or better**, or its equivalent.

Flexible-Time PhD

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

Program Requirements

A minimum of 5.5 FCEs:

- **2.5 FCEs in Counselling and Psychotherapy:**
APD3215H Advanced Psychotherapy Seminar;
APD3217Y Advanced Practicum in Clinical and Counselling Psychology (600-hour practicum); and
APD3268Y Internship in Clinical and Counselling Psychology (1,600-hour internship—arrangements must be made in consultation with the Coordinator of Internship and Counselling Services). Note: Colloquium Attendance: PhD students will attend a minimum of six colloquium presentations during their program, which partially fulfills the course requirements for APD3268Y.
- **1.0 FCE in Psychology Measurement/Assessment and Diagnosis:**
APD3225H Assessment and Diagnosis of Personality and Psychopathology; and
APD3260H Psychodiagnostic Systems
- **0.5 FCE in Supervision and Consultation:**
APD3261H Clinical Supervision and Consultation Practicum
- **1.0 FCE in Advanced Research Methods:**
0.5 Advanced level statistics course (in consultation with supervisors). Courses can be drawn from those offered at OISE or other faculties with the permission of the instructor; and
APD3202H A Foundation of Program Evaluation in Social Sciences [RM]
- **0.5 FCE in History and Systems Psychology:**

APD3204H Contemporary History and Systems in Human Development and Applied Psychology

- **Comprehensive examination:** In addition to normal course requirements, students will complete two comprehensive components. First, a manuscript for publication and presentation at a peer-review conference, normally in the first-year of the program. Second, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study.
- **Doctoral dissertation:** All students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation supervised by a full-time member of the Clinical and Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to clinical and 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 clinical and counselling psychology.

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled. Students cannot transfer between the full-time and flexible-time PhD options.

The Canadian Psychological Association

The PhD program in Counselling and Clinical Psychology is accredited by the Canadian Psychological Association (CPA) through to 2021-22 in both Counselling, and Clinical Psychology program categories.

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 Counselling and Clinical Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The PhD in Counselling and Clinical 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

Field: Clinical Psychology (MA, PhD)

The field in Clinical Psychology is offered primarily by the Department of

Psychological Clinical Science at UTSC. A two-year Masters of Arts and five-year Philosophy degree program is designed for applicants interested in a career as a clinical psychologist based on the Clinical Science model of training. Graduate training in Clinical Psychology at UTSC prepares graduates primarily for research careers as psychological clinical scientists in university and academic medical settings.

For more information on the Clinical Psychology Field, visit the following website or contact the Department directly:

Web: www.uts.utoronto.ca/psych/clinical-psychology
Email: clinical-psych@uts.utoronto.ca
Telephone: (416) 208-4867

Department of Psychological Clinical Science

University of Toronto Scarborough
Science Wing, Room SW427D
1265 Military Trail
Toronto, Ontario M1C 1A4
Canada

Clinical Psychology - Master of Arts (MA)

The full-time, two-year MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario (CPO) as a Psychological Associate. It also meets the needs of students who plan to apply to the PhD program in Clinical Psychology.

Minimum Admission Requirements

For admission requirements, please refer to the SGS Calendar.

Program Requirements

For program requirements, please refer to the SGS Calendar.

Clinical Psychology - Doctor of Philosophy (PhD)

The Clinical Psychology program is offered on a full-time basis. Progress in the program will be reviewed annually. This program is intended to meet the registration requirements of the College of Psychologists of Ontario at the doctoral level.

Minimum Admission Requirements

For admission requirements, please refer to the SGS Calendar.

Program Requirements

For program requirements, please refer to the SGS Calendar.

Counselling Psychology Program

Counselling Psychology Program

The Counselling Psychology Program has three fields:

- Counselling and Psychotherapy (MEd, EdD)
- Global Mental Health and Counselling Psychology (MEd)
- Guidance and Counselling (MEd)

Field: Counselling and Psychotherapy

Counselling and Psychotherapy - Master of Education (MEd)

This degree program provides individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students are encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the types of goals for which suitable programs of study could be developed are adult counselling and psychotherapy, college and university counselling centres, career counselling, geriatrics counselling, multicultural and diversity counselling, and community mental health and family life centres. The program of study provides students with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling & Psychotherapy Association (CCPA) and as a registered Psychotherapist with the College of Registered Psychotherapists of Ontario.

Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applicants of OnET B

of counselling related, inservice training for school personnel; and as providers of advanced levels of personal counselling to school, college, and related populations.

This program will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. This professional doctorate is designed to prepare students to refine and build on professional knowledge and practice to support the development of scholar-practitioners to be leaders in their fields of professional practice.

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:

- **A bachelor's degree:** an appropriate bachelor's degree of any background or discipline from a recognized university, with high academic standing
- **A master's degree:** an MA or MEd degree in Counselling Psychology or School and/or Clinical Child Psychology from the

Program Requirements

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]

Doctor of Philosophy

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

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

The DPE Program also offers a doctoral degree with an emphasis on Early Learning which is undertaken in a cohort model. The Emphasis is an option for all PhD students, but is not offered every year. Full-time PhD students interested in the emphasis on Early Learning should consult the Graduate Coordinator.

Admission Requirements

Admission to the full-time PhD degree program requires an appropriate bachelor's degree and a master's degree in Developmental Psychology, Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with high academic standing (equivalent to an **A- or better** in the master's degree) from a recognized university. Applicants with master's degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis must submit a Qualifying Research Paper prior to final admission to the degree program. Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer's leave policy or study incentive system). In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

Degree requirements for both full-time and flexible-time programs are the same. The PhD program of study is comprised of four half-courses (2.0 full-course equivalents [FCEs]), a comprehensive requirement and a thesis. Required courses (to be taken in the first year unless taken at the Masters level) are:

- APD3200H Research Proseminar on Human Development and

Applied Psychology

- 0.5 FCE advanced statistics either one listed as JOI in the departmental course listing or an alternate course to be approved by the Developmental Psychology and Education program chair
- 1.0 FCE electives: courses should be chosen in consultation with the faculty advisor.

Students whos whos

methods/statistics. Applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to two academic letters of recommendation, a third letter from an applied setting.

Degree Requirements

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

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

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

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

- APD1218H Seminar and Practicum in Assessment
- APD1236H Developmental Psychopathology

Required courses to be taken in the first or second year are:

- APD1222H Approaches to Psychotherapy-Lifespan
- JOI1288H Intermediate Statistics and Research Design
- 0.5 FCE APD3240H Advanced Social and Emotional Assessment Techniques
- 0.5 FCE in Cognitive/Affective bases of behaviour from an approved course listing. Students who have taken one full course or two half courses in cognitive/affective bases of behaviour at the undergraduate level approved by the program may substitute an elective course for this requirement. If students have not fulfilled this requirement at the undergraduate level, in consultation with their advisor, they should choose **one** of the following or an equivalent graduate course in the cognitive/affective bases of behaviour:
APD1251H Reading in a Second Language
APD1271H Perspectives on Executive Functions in Education: From Theory to Practice
APD1286H Foundations of Literacy Development for School Age Children

For students who have not taken a previous child development course in their undergraduate degree program, APD1201H (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, JOI1287H (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum placements.

Doctor of Philosophy

Like the MA above, the PhD degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the PhD will assume positions of greater professional and administrative responsibility than will graduates of the MA. They will be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The PhD is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the PhD requires an appropriate bachelor's degree in Psychology, and an MA in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to an A-

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

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

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

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

Degree Requirements

The PhD program of study is comprised of eleven half-courses (including a doctoral practicum course and a 1,600 hour internship), a comprehensive examination, a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to:

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

Students are expected to obtain a CPA accredited internship. 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
 - 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:
 - APD3224H Advanced Proactive Behavioural and Cognitive-Behavioural Interventions*, or
 - APD3231H Psychodynamic Bases of Therapy*
- * Note: each course is offered every other year. Students interested in other courses that may fulfil the Psychosocial Interventions requirement must receive approval from the SCCP Program Coordinator.
- 1.0 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

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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.

NOTE: Full-time PhD students must complete their degree within six years. Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.

The Canadian Psychological Association

The PhD program in School and Clinical Child Psychology is accredited by the Canadian Psychological Association (CPA) through to 2019-20 in both School, and Clinical Psychology program categories.

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.

M. Ferrari, 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.

B. Chen, K. Lee, R. Volpe

APD1202Y 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 APD1202Y concurrently with APD1203Y. Counselling students will have priority for enrolment in this course.

J.R. Gillis, Staff

APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy

This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum settings. Some students may spend two full days in their practicum setting. MA students are required to be in attendance at least 2 full days per week at their practicum settings. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by March 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Prerequisite: APD1202H, for Counselling students only. Full-time Counselling students may take APD1203Y concurrently with APD1202H.

NOTE: Part-time students must be available one full week-day per week

R. Moodley, Staff

APD1236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

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

J. Jenkins

APD1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are 'day care kids' different from those cared for at home? If there are differences, what are they? For whom are those differences, if any meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ('Early childhood' = up to 9/10 years of age).

Staff

APD1245H Brief Strategies in Counselling and Psychotherapy

This course is intended to introduce students to basics of theory and practice of three brief counselling models: Cognitive Therapy, Behaviour Therapy, and Solution Focused Brief Therapy via discussions on the required readings, instructor demonstration of specific techniques, class role plays, regular practice of techniques with classmates, and analysis and critique of DVDs of expert clinicians. Students will learn how to do a suicide risk assessment and will develop a solid understanding of the principles of crisis intervention. Related ethical and professional practice issues will be addressed. Students will learn to compare and contrast these three brief counselling models and how and when to integrate crisis intervention in their work.

Staff

APD1247H Practicum in Adult Counselling and Psychotherapy (Pass/Fail)

This course must be taken in conjunction with APD1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in

APD1260H Family Therapy

This is an introductory course intended to provide students an overview in the clinical application of evidence based practice in Family Therapy grounded in the systemic conceptual frameworks. Several family therapy models (e.g. Bowenian multi-generational Family Therapy, Milan Systemic Family Therapy, Strategic Family Therapy, Structural Family Therapy, Behavioral Family Therapy, Narrative Therapy) will be presented. The significance of family work in the clinical practice of psychology has gained substantial recognition in recent years. Family Psychology is accorded divisional status (Division 43) by the American Psychological Association (APA) and is classified as one of the clinical specialty areas by the American Board of Professional Psychology (ABPP).

Exclusion: APD1261H Group Work in Counselling and Psychotherapy 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.)

M. Schneider

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.

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

APD1271H Perspectives on Executive Functions in Education: From Theory to Practice

This course provides graduate students with an introduction to the topic of executive functions. The course enables students to better understand theoretical models of executive functions, executive function development, the associations of different domains of executive functions with social and scholastic functioning in school age children and youth, and recent findings related to the relations among executive functions, academic performance and achievement, and behaviour. In this course students will also develop an understanding of how various individual difference factors (e.g., language proficiency) as well as environmental contexts (e.g., classroom context) can impact executive function development. Finally, this course will explore diverse types of interventions designed to support students with executive function difficulties drawing on multitiered models of support.

Prerequisite: Students who are not APHD MA/PhD must have at least one of APD1233H or APD1249 or permission of instructor.

Enrolment Limits: 25

R. Martinussen, 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

A. Pyle

APD1277H Global Indigenous Healing in Counselling and Psychotherapy

This course seeks to define, redefine and locate Indigenous knowledges in the context of International mental health care. In particular, the course will examine cultural and traditional healing within the broader economic, social and political practices of psychology worldwide. While the focus is in counselling psychology and psychotherapy, it also provides a critical site to highlight challenges and transformations within mental healthcare. The course seeks to draw attention to the use of Indigenous knowledges in mental health care generally. Explorations of the currents issues and debates in the contemporary practices of Indigenous healing in psychology will be a key features of the course, for example, cultural respect and appropriation, ethics and confidentiality the sua,Psycon to the use of In

how peoples from non-dominant cultures construct illness perceptions and the types of treatments they expect to use to solve mental health problems; in this respect, the course is also intended to contribute to community development and community health promotion.

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, Staff

APD1280H Symbolic Development and Learning

This is a graduate level seminar that will address fundamental questions regarding symbolic development and media-based learning in young children. We will explore recent findings in relation to questions such as the following: (1) What does symbolic understanding entail? (2) What is the developmental trajectory with respect to symbolic understanding? (3) What social-cognitive processes underlie symbolic development? (4) What can young children learn from media? (5) How well can young children learn from media? (6) What features of the media affect learning? (7) How can we facilitate children's symbolic learning? We will explore these questions by examining children's learning from a variety of symbolic media: pictures, scale-models, maps, TV, and electronic games.

Prerequisite: APD1233H, APD1249H

P. Ganea

APD1281H Education Exceptionalities, Special Education, and Adaptive Instruction

Students will be introduced to the various special education exceptionalities in Ontario schools and will be provided with opportunities to analyze and reflect upon key issues in special education such as inclusion and universal design for learning. They will have the opportunity to gain skills and evidence-based knowledge regarding the identification, instruction, and progress monitoring of students with special education needs. The emphasis will be on using well-founded research to inform instructional practices and decision making. Given that students with exceptionalities are often at risk for mental health difficulties, we will discuss the intersection between mental health and learning as well as the intersection between special education and diversity.

Exclusion: APD2280H

Enrolment Limits: 25

Staff

APD1282H Introduction to Global Mental Health and Counselling Psychology

This introductory course is designed to engage students in a critical understanding of the mental illness, mental health and well-being issues facing globalization, mental health practices and counselling psychology. The course will facilitate a critical reflection of the research and wellness practices that places a priority on improving equality of mental health and well-being for all people worldwide. The course seeks to define and

locate critical counselling psychology within the broader historical, economic, social and political contexts of global mental health (GMH) care. Through a critical examination of the various ways in which Western mental health is practiced globally, students would establish a critical understanding of the economic and political engagements that underpin clinical practice globally. A critical examination of the various ways in which Western models of diagnosis and treatment - DSM5 (Diagnostic and Statistical Manual of Mental Disorders, 5th ed., and the ICD 10 International Statistical Classification of Diseases and Related Health Problems, a medical classification list by the World Health Organization (WHO) - students will get an appreciation of how Western models dominate and determine Low and Middle Income Countries (LMIC) mental health trajectory of care. Western narratives about mental illness, mental health and well-being tend to dominate over local LMIC traditional and indigenous healing practices. The course will focus on diagnosis and culture, transcultural psychiatry, cross-cultural counseling psychology, and the political economy of global mental health and well-being. An in-depth analysis of a number of individual country vignettes using a critical lens will be undertaken. Key concepts such as: globalization of mental health, cultural representation and presentation of mental illness and health, cross-cultural counselling and psychotherapy; Indigenous knowledges and traditional healing; political-economy of mental health and wellbeing will be critically understood and appreciated. This course will offer students an opportunity to learn about essential GMH current issues, discuss innovative cross-cultural counselling psychology collaborations, and critically examine strategic Indigenous initiatives aimed at reducing the burden of mental illness around the globe.

Staff

APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health

This course introduces students to the skills, theory, and practice of counselling interventions in persons experiencing mental health problems, as well as in mental health settings. It aims to develop peer-counselling skills and deepen self-awareness and interpersonal communication competencies. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. The course will use a combination of video-based counselling techniques, to assist students in developing basic counselling skills and increase their conceptual understanding of theoretical perspectives of counselling through practice, including counselling processes and case conceptualizations. The instructor will also present cases, including using video-taped counselling sessions, in addition to extensive counselling simulation. Unique to this program, is a cohort model of learning, where participants build trust with one another and build on their in-class relationships and discussions. Through presentations, experiential learning, class discussion, group exercises, counselling practice and videotaping, participants will:

- gain personal awareness of their own values and views and how they impact on the counselling experience
- gain a broad understanding of counselling theories
- learn to assist clients to develop their personal potential for growth and change
- practice basic counselling, problem-solving, decision-making and communication skills, and
- learn communication and conflict resolution approaches.

In addition, there will be a 250-hour placement in an approved field setting.

Staff

**APD1285H Psychology and Education of Children and Adolescents
with Learning Disabilities**

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis with the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and MEd

APD1295H Adolescent Mental Health: An Examination of Risk and Resilience

Adolescence is a developmental period characterized by both vulnerability and opportunity. This course will examine research and theory on the development of mental health and well-being in adolescence and emerging adulthood (ages 18-25 years), and examine common mental health concerns in adolescence. In addition to examining contributing developmental factors to adolescent mental health (e.g., physical, social, emotional changes and transitions in adolescence), this course will also explore risk and protective factors across various contexts (e.g., family, peers, schools, media) that influence adolescent risk and resiliency.

Prerequisite: APD1249H/APD1297H

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

C. Hamza

APD1296H Assessing School-Aged Language Learners

With increasing globalization and mobility across countries, student populations in urban schools include various groups of language learners, including immigrant children, indigenous language-speaking students, and second- or third-generation children who enter the school

APD2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice will be emphasized. The research component of the course will draw heavily on the Health and Physical Education curriculum to support an understanding of key elements of the curriculum including living skills (e.g., relationship skills), active living, and healthy living and research to inform teaching of these domains.

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

R. Volpe, Staff

APD2201Y Childhood Education Seminar I

This is a seminar course that examines the interactions between teachers and children in kindergarten, primary and junior grade educational settings. Emphasis is placed on the integration of teaching practice with Social Studies curriculum and social learning theories. Students learn instructional methods (planning, learning environment, classroom management) and pedagogies for elementary teaching. The law, legislations and government policies for education are explored and tied to professionalism and professional practice. This course draws on students' experiences from practicum placements and is connected to the practicum course. Theory and practice are well connected through scholarly readings and practicum experience.

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

Y. Cleovoulou

APD2202H Childhood Education Seminar II: Advanced Teaching

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

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

Staff

APD2210Y Introduction to Curriculum 1: Core Areas

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

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

Staff

APD2211H Theory and Curriculum I: Language and Literacy

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

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

Staff

APD2212H Theory and Curriculum II: Mathematics

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

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

Staff

APD2214H Introduction to Curriculum 11: Special Areas

This course will provide students with an introduction to a broad range of curriculum areas important to elementary education. These areas include Health 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, Staff

APD2223H Professional Practice Project: Role B

Students will take 2sa0 0 1 361iCin otTf (Secondments on tEducational programs, ea

S. Katz

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 MA in Child Study and Education program only.

Staff

APD2232H Consultation Skill Development for Educators

APD3163H Advanced Multicultural Counselling and Psychotherapy

This seminar course will familiarise students with current issues and debates concerning research and practice of counselling psychology 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 seminar attempts to raise questions regarding the theory, practice and research with ethnic minority clients. The seminar also offers a critical examination of the concepts of multicultural, multiethnic, and other nomenclatures, particularly assessing the epistemological and ontological histories and complexities in relation to ways in which theory, practice and research is undertaken in counselling psychology. The seminar is appropriate for students considering a dissertation proposal in critical multicultural counselling and psychotherapy. Students will review, analyse and redesign representative studies in the critical multicultural counselling psychology and psychotherapy literatures and methodology which will eventually lead to a thesis proposal.

Staff

APD3178H Advanced Cognitive Behaviour Therapy

This course provides in depth knowledge and advanced training in cognitive behaviour therapy (CBT). Students will acquire an enhanced understanding of current cognitive behavioural theories and master skills needed to implement evidence-based cognitive behavioural interventions across a wide range of mental health conditions and within diverse contexts. These include depression, anxiety disorders, psychological

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-Advanced Psychotherapy Seminar

J.E. Watson, 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. PhD and EdD 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.

Staff

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

APD3231H Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and

intended to support the students' professional development and provide a forum for a) discussion of issues related to supervision and consultation including clinical experiences in supervision, consultation, assessment, and psychotherapy; b) student case presentations of cases being supervised and c) issues, concerns or questions related to the supervision practicum placement. All students will be encouraged to discuss their experiences supervising/mentoring Masters-level students.

Prerequisite: APD3217H

Corequisite: APD3217H

Enrolment Limits: 25

J. Silver

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 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 PhD 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 EdD Internship

All students completing an EdD 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. EdD 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 enrollment: 1) There is a signed agreement between the supervisor and the student 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 each registration in this open practicum course will not normally exceed 500 hours.

J. Silver

APD3272H Early Learning Practice, Research & Policy

This introductory course aims to provide students with the importance of the dynamic relationship among and between research, practice and policy while surveying the developmental psychology literature and the role of formal education in early human development. Attention will also be paid to the importance of evidence-based leadership and communications in the process of impacting public policy.

C. Pascal

Applied Psychology and Human Development

APD3273H Research Early Learning: An Overview of Quantitative and Qualitative Methodology

The course will provide students with the essential knowledge and skills to conduct all stages of the research process using qualitative, quantitative and mixed-methods approaches. The topics discussed in this course include formulation of research questions, working with the literature, research design and design of the data collection instruments, methods of data collection, quantitative and qualitative data analysis, interpretation of the results and report writing.

C. Pascal

APD3274H Early Learning and Thesis Development

Building on the research methods course, this course will support students in developing a rough draft outline of the first three chapters of their theses. It will enable students to gain a broader understanding of various research methods/data analysis; coherent to the thesis development with clear alignment of the over-arching research question, sub questions, methodology(ies), results and analysis. It will also provide students initial understanding of related materials including the ethical review process and formation of thesis committees.

C. Pascal

APD3275H International Policy Perspectives on Early Learning

This course will provide access to some of the most important thinkers in the world. Interviews of these experts will take place; annotated bibliographies for each expert will be developed; and related written and electronic material will be contributing to the ongoing development of an "electronic book" produced by the professors and students. Students will act as "interview producers" preparing all the necessary background research and questions required for each interview. Students will also lead online video conferencing seminars. NB: The first cohort has already produced a video book (along with an electronic link version) of interviews with eight leading experts.

C. Pascal

APD3286H Developmental Neuropsychology

In this course we will focus on brain-behaviour relationships from converging behavioural, neurophysiological and neuroimaging perspectives and track their development from birth to adulthood. We will pay particular attention to the structural development of the brain, the emergence of functional brain systems, and the neuropsychological underpinnings of childhood brain disorders. We will then explore the implications of these processes for typical and atypical development and developmental psychopathology.

A. 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 playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.

Staff

APD5000H Special Topics in Applied Psychology and Human Development: Master's Level

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

Staff

APD5284Y Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth and Families

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

NOTE: Open to doctoral students in School and Clinical Child

Psychology only; others by permission of instructor

T. Cunningham and E. Geva

APD6000H Special Topics in Applied Psychology and Human Development: Doctoral Level

Course description same as APD5000H.

JOI1287H Introduction to Applied Statistics [RM]

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t-test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.

Exclusion: Students who have previously taken CTL2004 are prohibited from taking this course

Staff

JOI1288H Intermediate Statistics and Research Design [RM]

This course will cover: survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: JOI1287H or equivalent.

Exclusion: This course is intended primarily for OISE students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.

Staff

JOI6000H Advanced Quantitative Research Methods Courses

Special topics courses designed to permit the study (in a formal class setting) of advanced quantitative research methods.

Prerequisite: JOI1288H or JOI3048H or equivalent

Staff

Curriculum, Teaching and 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 Qualitative Research Methods in Education: Concepts and Methods [RM]
CTL1307H Identity Construction and Education of Minorities
CTL1309H Les stéréotypes sexuels dans les programmes scolaires
CTL1312H Democratic Citizenship Education
CTL1313H Gender Equity in the Classroom
CTL1318H Teaching Conflict and Conflict Resolution
CTL1319H Religious Education: Comparative and International Perspectives
CTL1816H Minority Education and Inclusion: Policies in Practice
CTL1818H Arts in Education: Concepts, Contexts, and Frameworks
CTL1822H Urban School Research: Youth, Pedagogy, and the Arts [RM]
CTL1861H Critical Ethnography [RM]
CTL3034H New Literacies: Making Multiple Meanings

Arts in Education Emphasis

The Arts in Education Emphasis will allow students to take specialized courses in the areas of music and sound, drama and theatre, visual art, and performance and in particular courses that reflect social justice concerns reflected through the arts and cultural production. This Emphasis will attract students interested in the arts, elementary and

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 resumé 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.

Degree requirements:

Degree requirements for both programs are the same. The PhD involves seven to eight half-courses (depending on previous experience and academic qualifications), a comprehensive examination, 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, as well as CTL3899H-Proseminar in Language and Literacies Education, if not previously taken at the Masters level. If CTL3001H or CTL3899H were taken at the Master's level, students are not permitted to take either course again and should substitute with another CTL3000-level course(s). 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, CTL3803H, CTL3807H, CTL3810H, JOI1287H, JOI1288H, 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.

Primary/Junior Division (JK to Grade 6)

Primary/Junior Courses:

equivalent to 11 full-course equivalents (FCEs)

CTL7000H Curriculum and Teaching in Literacy

CTL7001H Educational Professionalism, Ethics and the Law

CTL7002H Curriculum and Teaching in Mathematics

CTL7006H Educational Research 1

CTL7008H

Curriculum, Teaching and Learning

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
CTL7028Y Curriculum and Teaching in Geography
CTL7029Y Curriculum and Teaching in Music: Instrumental
CTL7030Y Curriculum and Teaching in Music: Vocal
CTL7031Y Curriculum and Teaching in Health and Physical Education
CTL7032Y Curriculum and Teaching in Visual Arts
CTL7033Y Curriculum and Teaching in Dramatic Arts
CTL7034Y Curriculum and Teaching in French as a Second Language
CTL7035Y Curriculum and Teaching in Business Studies - General
CTL7036Y Curriculum and Teaching in Business Studies - Accounting
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: <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Religious Education

All Master of Teaching candidates interested in teaching in the Roman Catholic Separate School system can choose to take the Teaching in Catholic Schools Religious Education course through the OISE Continuing and Professional Learning office. This course is required by the Catholic Boards as a prerequisite for a job interview and as a condition of employment. This course is offered in the **first year** of the Master of Teaching program and is in addition to the degree's program requirements. Contact the OISE Continuing and Professional Learning office for information.

Combined Degree Programs

The Master of Teaching Combined Degree Program (CDP) is designed for University of Toronto students interested in studying the intersections of their Bachelor's degree specialization, coupled with professional teacher preparation.

For a general description of CDPs, see the School of Graduate Studies General Regulations section 1.4.3.

The following Combined Degree Programs are offered:

Bachelor of Kinesiology / Master of Teaching

The Combined Degree Program (CDP): STG (St. George), Bachelor of Kinesiology/Master of Teaching is designed for students interested in studying the intersections of kinesiology and education, coupled with professional teacher preparation.

Students earn a Bachelor of Kinesiology (BKin) degree from the Faculty of Kinesiology and Physical Education 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 Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:

- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with 1.0 credit (full-course equivalent) that may be counted towards both the undergraduate and graduate degrees.

Further Information:

For more information about this Combined Degree Program, visit the School of Graduate Studies Calendar.

Bachelor of Physical and Health Education / Master of Teaching

The Combined Degree Program (CDP): STG (St. George), Bachelor of Physical and Health Education/Master of Teaching is designed for students interested in studying the intersections of kinesiology and education, coupled with professional teacher preparation.

Students earn a Bachelor of Physical and Health Education (BPHE) degree from the Faculty of Kinesiology and Physical Education 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 Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:

- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with 1.0 credit (full-course equivalent) that may be counted towards both the undergraduate and graduate degrees.

Further Information:

For more information about this Combined Degree Program, visit the School of Graduate Studies Calendar.

Bachelor of Music, Stream in Music Education / Master of Teaching

The Combined Degree program (CDP) Bachelor of Music, Stream in Music Education/Master of Teaching is designed for University of Toronto Music Education students who are interested in pursuing a teaching career to gain early (conditional) graduate admission to the Master of Teaching (MT) program.

Students who successfully complete the Combined Degree Program, will earn a bachelor's degree and an accredited professional MT degree, and will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers.

Distinct advantages include:

- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

The CDP permits the completion of both degrees in six years with 1.0 credit (full-course equivalent) that may be counted towards both the undergraduate and graduate degrees.

Further Information:

For more information about this Combined Degree Program, visit the School of Graduate Studies Calendar.

**Honours Bachelor of Science (HBSc) or
Honours Bachelor of Arts (HBA) (Faculty of
Arts and Science, University of Toronto) with
Minor in Education and Society / Master of
Teaching**

The Combined Degree Programs for Honours Bachelor of Science and Honours Bachelor of Arts students who are enrolled in a Minor in Education and Society (Victoria College) and the OISE Master of Teaching are designed for students interested in studying the intersections of English, History, Mathematics, Psychology, or Sociology 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)

with 1.0 credit (full-course equivalent [FCE]) that may be counted towards both the undergraduate and graduate degrees.

Every combination of degree programs listed below is understood as a unique Combined Degree Program. The Combined Degree Programs between UTSC and OISE are:

- UTSC, Biochemistry (Major), Honours BSc / MT
- UTSC, Biochemistry (Major Co-op), Honours BSc / MT
- UTSC, Biological Chemistry (Specialist), Honours BSc / MT
- UTSC, Biological Chemistry (Specialist Co-op), Honours BSc / MT
- UTSC, Biology (Major), Honours BSc / MT
- UTSC, Chemistry (Specialist), Honours BSc / MT
- UTSC, Chemistry (Specialist Co-op), Honours Bachelor of Science / MT
- UTSC, Chemistry (Major), Honours BSc / MT
- UTSC, Chemistry (Major Co-op), Honours BSc / MT
- UTSC, Conservation and Biodiversity (Major), Honours BSc / MT
- UTSC, Conservation and Biodiversity (Specialist), Honours BSc / MT
- UTSC, English (Major), Honours BA / MT
- UTSC, English (Major Co-op), Honours BA / MT
- UTSC, English (Specialist), Honours BA / MT
- UTSC, English (Specialist Co-op), Honours BA / MT
- UTSC, Environmental Biology (Specialist), Honours BSc / MT
- UTSC, Environmental Biology (Specialist Co-op), Honours BSc / MT
- UTSC, Environmental Chemistry (Specialist), Honours BSc / MT
- UTSC, Environmental Chemistry (Specialist Co-op), Honours BSc / MT
- UTSC, Environmental Physics (Specialist), Honours BSc / MT
- UTSC, Environmental Physics (Specialist Co-op), Honours BSc / MT
- UTSC, Evolutionary Anthropology (Major), Honours BSc / MT
- UTSC, Evolutionary Anthropology (Specialist), Honours BSc / MT
- UTSC, French (Specialist), Honours BA / MT
- UTSC, French (Specialist Co-op), Honours BA / MT
- UTSC, French (Major), Honours BA / MT
- UTSC, French (Major Co-op), Honours BA / MT
- UTSC, Geography (Major), Honours BA / MT
- UTSC, Geography (Specialist), Honours BA / MT
- UTSC, History (Major), Honours BA / MT
- UTSC, History (Specialist), Honours BA / MT
- UTSC, Human Biology (Major), Honours BSc / MT
- UTSC, Human Biology (Specialist), Honours BSc / MT
- UTSC, Integrative Biology (Specialist), Honours BSc / MT
- UTSC, Mathematics (Specialist), Honours BSc / MT
- UTSC, Mathematics (Specialist Co-op), Honours BSc / MT
- UTSC, Mathematics (Major), Honours BSc / MT
- UTSC, Mathematics (Major Co-op), Honours BSc / MT
- UTSC, Molecular Biology & Biotechnology (Specialist), Honours BSc / MT
- UTSC, Molecular Biology & Biotechnology (Specialist Co-op), Honours BSc / MT
- UTSC, Molecular Biology, Immunology & Disease (Major), Honours BSc / MT
- UTSC, Physical and Mathematical Sciences (Specialist), Honours BSc / MT
- UTSC, Physics & Astrophysics (Major), Honours BSc / MT
- UTSC, Physics & Astrophysics (Specialist), Honours BSc / MT
- UTSC, Plant Biology (Major), Honours BSc / MT
- UTSC, Sociology (Major), Honours BA / MT
- UTSC, Sociology (Specialist), Honours BA / MT
- UTSC, Socio-Cultural Anthropology (Major), Honours BA / MT
- UTSC, Socio-Cultural Anthropology (Specialist), Honours BA / MT
- UTSC, Theatre & Performance Studies (Major), Honours BA / MT

Further Information:

For more information about Combined Degree Programs between UTSC and OISE, visit the School of Graduate Studies Calendar.

Curriculum, Teaching and Learning Courses

Curriculum & Pedagogy Courses

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

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

CTL1016H Cooperative Learning Research and Practice

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

Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [RM]

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.

K. Cooper, J. Wallace, J. Hewitt, Staff

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Hélène Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.

P. Trifonas, Staff

CTL1026H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation. This course is most suitable for primary and secondary teachers.

NOTE: Students who have previously taken CTL4000H are prohibited from taking this course

Staff

CTL1027H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.

NOTE: Students who have previously taken CTL4001H are prohibited from taking this course

Staff

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

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 participants in the process.

CTL1041H Research Methods in Education [RM] / Introduction à la recherche empirique en éducation

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

L'objectif général de ce cours est de développer chez les étudiantes et les étudiants les outils qui faciliteront la lecture critique de la recherche empirique en éducation. Les concepts de base, les méthodes et les problèmes pertinents à la recherche seront abordés en fonction des thèmes suivants: les étapes d'un processus de recherche, la formulation d'hypothèses, la conception et l'élaboration des instruments de recherche, les méthodes de cueillette de données, l'interprétation des résultats et la rédaction de rapports de recherche.

NOTE: Students who have previously taken CTL2007H are prohibited from taking this course

T. Lam, Staff

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

CTL1047H Self-Assessment

This course examines the concept of self-assessment and its relationship to learning and other psychological constructs, construction and validation of self-assessment measures, psychometric properties of self-assessment, how learners assess their learning, and how teachers and professionals in social and health services assess the quality and effects of their practices. The course emphasizes practice as well as theory and research. Some of the topics include methods of self-assessment; cognitive processes; psychometric issues and sources of bias in self-assessment; correlates of self-assessment; learner self-assessment and teacher or professional self-assessment.

Lam, T.

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

theatre, documentary theatre, tribunal theatre and history theatre.

Exclusion: CTL5010H 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

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

During this highly interactive course, graduate students will investigate in depth, current research on effective teaching strategies in elementary mathematics focusing on student communication and its implications for classroom practice. This course will also provide opportunities for graduate students to deepen their understanding of the research literature through hands-on activities, student work samples, and classroom-researched videos. We will examine the research related to student discourse and communication in order to explore not only students' understanding of mathematical concepts, but also the use of mathematical language and the social interactions that take place between students. No experience in teaching mathematics or previous coursework related to mathematics is required.

C. Marks Krpan

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 some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.

E. Pedretti

CTL1209H Current Issues in Science and Technology Education

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

Staff

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

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and

to instruction based on the assumption that all learning is cultural.

I. Esmonde

CTL1219H Making Secondary Mathematics Meaningful

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the Ontario mathematics curriculum guidelines. Throughout the course, we will focus on the question 'making mathematics meaningful for whom,' so an equity focus will pervade each week's readings and discussions. Topics may include: Streaming and school structures, the use of open-ended problems, identity issues, building on community knowledge, classroom discourse, and assessment.

I. Esmonde

CTL1220H Sociocultural Theories of Learning

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

I. Esmonde

CTL1221H Education for Human Goals Local and Global: How is Science Education Helping?

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

**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

Curriculum, Teaching and Learning

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.

Enrolment Limits: 25

H.M. Troper

CTL1426H The History of Gender and Education in Canada

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

Exclusion: Students who previously took HSJ1426H are prohibited from taking this course.

Enrolment Limits: 25

C. Morgan

CTL1427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an

exploration of current debates over the place of 'history' in the schools and universities.

Exclusion: Students who previously took HSJ1427 are prohibited from taking this course.

Enrolment Limits: 25

C. Morgan

CTL1428H Immigration and the Development of Canadian Education

This course explores how immigration and immigration policy have shaped and continue to shape the Canadian social, economic, political, and linguistic reality with special reference to education. As schools are a primary place of encounter between immigrants and the Canadian receiving society, the class will examine the often-differing agenda of immigrants and educators hoping to meet the needs of immigrants and their children.

Exclusion: Students who have previously taken HSJ1428 are prohibited from taking this course.

Enrolment Limits: 25

H.M. Troper

CTL1429H Ethnicity and the Development of Canadian Education

This course explores issues of ethnic and racial identity as factors influencing Canadian civic culture and the educational system in particular. Special attention will be paid to the changing nature of ethnicity in Canada and the social, linguistic, economic and political challenges ethnic and racial identity represent to keepers of the Canadian gate and educators in particular.

Exclusion: Students who have taken HSJ1429 are prohibited from taking this course.

Enrolment Limits: 25

H. Troper

CTL1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

Exclusion: Students who have previously taken HSJ1430H are prohibited from taking this course.

Enrolment Limits: 25

C. Morgan

CTL1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

Exclusion: Students who have previously taken TPS1448H /HSJ1448H are prohibited from taking this course.

Staff

CTL1454H The Battle Over History Education in Canada

Canadians, like other peoples around the world, have witnessed a breakdown in consensus about what history should be taught in schools, and a heightened awareness of the political nature of deciding whose history is, or should be, taught. Debates about what to teach, and how, are appearing as strands within larger discussions about the social and political meaning and purposes of history, and 'historical consciousness' is emerging in a wide range of cultural activities, from visiting museums to watching the History Channel. Adults and children alike seem to be seeking answers to questions of identity, meaning, community and nation in their study of the past. Students in this course will explore through readings and seminar discussions some of the complex meanings that our society gives to historical knowledge, with particular emphasis on the current debates about history teaching in Canadian schools, and the political and ethical issues involved. This course was previously listed under TPS1461 - "Special Topics in History: History Wars: Issues in Canadian History Education".

Exclusion: Students who have previously taken TPS1461H/HSJ1454H are prohibited from taking this course.

Enrolment Limits: 25

R. Sandwell

CTL1460H History and Educational Research [RM]

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

Exclusion: Students who have previously taken HSJ1460 are prohibited from taking this course.

Enrolment Limits: 25

Staff

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.

J. Hewitt, E. Woodruff

CTL1603H Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.

J. Hewitt

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.

D. McDougall

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.

C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

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

C. Brett

CTL1797H Practicum in Curriculum: Master's Level

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

Staff

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

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

Staff

CTL1808H Curriculum Innovation in Teacher Education

This course critically explores innovations in teacher education associated with promoting coherence, maintaining relevance, addressing complexity, and serving increasingly diverse communities. Program content, designs, practices, pedagogies, partnerships and policies developed in response to enduring challenges and competing conceptions of 'learning to teach' will be examined. Students will be encouraged to consider and develop potential innovations to initial and ongoing teacher learning that are supported by evidence and research.

K. Broad, Staff

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

The course examines narrative and storytelling approaches to the study of educational experience in research and professional practice. Narrative is explored as a fundamental form of experience and as a collection of methods used for the study of experience and the representation of meanings. Course participants will engage in narrative self-study research, collaborative research with colleagues, and in the review of narrative theses and literature. The course examines narrative

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and storytelling approaches to the study of educational experience in research and professional practice. Narrative is explored as a fundamental form of experience and as a collection of methods used for the study of experience and the representation of meanings. Course participants will engage in narrative self-study research, collaborative research with colleagues, and in the review of narrative theses and literature.

Prerequisite: Permission of instructor

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

M. Beattie

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

CTL1817H Current Issues in Teacher Education

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

C. Kosnik

CTL1818H Arts in Education: Concepts, Contexts, and Frameworks

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

R. Gaztambide-Fernandez

CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices

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

M. Kooy

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

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

K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.

J. Miller

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

A critical examination of current theoretical perspectives and research methods in science, mathematics and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

J. Wallace

CTL1844H Seminar in Evaluation Problems [RM]

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

Prerequisite: CTL1843 (previously CTL2803) or equivalent.

Exclusion: Students who have previously taken CTL2810 are prohibited from taking this course.

NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both

diverse needs for second language teacher education will also be explored.

Staff

CTL3025H Educational Sociolinguistics

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

Staff

CTL3026H Pragmatics in Language Education

This course examines theories, research methods, and substantive findings about second language speakers' and learners' pragmatic style and development. Themes to be explored include the relationship between pragmatic and grammatical development, the role of different learning environments (such as study abroad, EFL vs. ESL), options and effects of instruction, individual differences, institutional discourse, cross-cultural politeness studies, electronic communication, and the interrelation of social context, identity, and L2 pragmatic learning. Through the class, students will understand basic concepts, findings, issues, and research methods in interlanguage and cross-cultural pragmatics; develop perspectives on the teaching and learning of second and foreign languages as pertains to the acquisition of pragmatic competence; and investigate in detail a topic related to the field of interlanguage pragmatics.

Staff

CTL3028H Literacy in Elementary Education

An analysis of the components of literacy programs in the early years. The course will focus on reading and writing elementary education, and will use a wide range of methods and materials of instruction. Topics include: child- and teacher-centred philosophies, content area literacy, use of digital technology, and assessing growth in reading and writing.

Exclusion: Students who have previously taken CTL1003H are prohibited from taking this course

Staff

CTL3029H Children's Literature as a Foundation of Literate Behavior across the Curriculum

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

Exclusion: Students who have previously taken CTL1008H are prohibited from taking this course.

Staff

CTL3030H Theory and Practice in Elementary Literacy Instruction

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

Exclusion: Students who have previously taken CTL1009H are prohibited from taking this course.

Staff

CTL3031H Children's Literature within a Multicultural Context

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

Exclusion: Students who have previously taken CTL1010H are prohibited from taking this course.

Staff

CTL3032H Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.

Exclusion: Students who have previously taken CTL1039H are prohibited from taking this course.

Staff

CTL3033H Literacy Research Methodologies

An exploration of the relationships between theory, research findings, course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of the instructor.

Exclusion: Students who have previously taken CTL1805H are prohibited from taking this course.

Staff

CTL3034H New Literacies: Making Multiple Meanings

"New Literacies: Making Multiple Meanings" is a graduate seminar for masters and doctoral students interested in exploring issues and research literature in the field of literacy. This course takes up the notion that literacy is not singular, but multiple and ideological: diverse social practices that are embedded in local contexts. The course is designed as a collaborative inquiry into uses and associations that "literacy" has in particular educational projects and contexts. Using a seminar format, we will look at theoretical and empirical literature as well as examples from practice to explore the social functions of literacy in work, home, and school settings, with an eye toward how these conversations and ideas can be useful for researching, theorizing, and teaching in our own areas of interest. We examine new and historical developments in New Literacy Studies, multiliteracies, multimodality, critical literacy, as well as practitioner and activist traditions, and other work that considers literacy in relation to critical, social, political, technological, and educational factors.

Note: CTL3034H-New Literacies: Making Multiple Meanings, is cross-listed between LLE and C&P and therefore also counts towards C&P program requirements.

Staff

Curriculum, Teaching and Learning

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
Staff

CTL3899H Proseminar in Language Literacies Education [36L]

The Proseminar half-course is usually offered Wednesday evenings during the Winter Session, and is organized into three-hour sessions. These sessions focus on the range of research under way or recently done by professors in or affiliated with LLE program as well as some recent graduates or visiting scholars. Topics, research projects, and presenters vary each year. Participants analyze examples of diverse research methods and topics, critique theses previously completed in the program, and undertake a systematic synthesis of prior research related to their prospective thesis on language and/or literacies learning, teaching, curriculum, or policy. The course is required for PhD students (both full-time and flex-time) and recommended for MA students.
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

CTL5010H 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-Individual Reading and Research in Curriculum: Master's Level, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL5300H Special Topics in Language and Literacies Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of language and literacies education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798-Individual Reading and Research in Language and Literacies Education: Master's Level, which is normally conducted on a tutorial basis.)

Staff

CTL5700H Special Topics in Teaching

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

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

CTL6010H Special Topics in Curriculum: Doctoral Level

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

CTL6300H 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-Individual Reading and Research in Language and Literacies Education: Doctoral Level, which is normally conducted on a tutorial basis.)
Staff

CRE1001H Éducation, francophonies et diversité

This seminar proposes to study, from a range of perspectives, Francophone minorities within local, national and international spaces. It will discuss the processes of minoritization and exclusion existing within and towards francophone minorities. The study of issues structuring the French-speaking space is an opportunity to bring to light the transformative processes that have taken shape, have been contested, and which have succeeded each other as debates have evolved over time and to identify the actors involved, their motivations, the context of their actions and the categories of classification that emerged from these debates. Similarly, the study of linguistic minorities has led to the exploration of a large number of theoretical concepts and advances stemming from various disciplines and traditions. This seminar will thus serve as a forum for examining how to achieve a better understanding of the issues facing linguistic minorities and to formulate new research questions by using various theoretical orientations and putting them to work.

This is the core required course for all students enrolled in the Collaborative Specialization: Education, Francophonies and Diversity.
Staff

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

CTL7003H Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science including practical assessment strategies. This course is normally open only to students in the Master of Teaching program.

Staff

CTL7006H Educational Research 1

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

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 Educational Research 2

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

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, p alongside nce a7logy (2007),

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CTL7021Y Curriculum and Teaching in History - Intermediate/Senior

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

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 website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Staff

CTL7022Y Curriculum and Teaching in Mathematics - Intermediate/Senior

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

Prerequisite: Students must have six full-year university courses in Mathematics 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 Mathematics, refer to the website for Master of Teaching > Prerequisites (see lower half of webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Staff

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

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

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Biology (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Biology, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage):

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

Staff

CTL7024Y Curriculum and Teaching in Science: Chemistry

The I/S Science-Chemistry course provides a practical and conceptual introduction to the teaching of Intermediate Science (Grades 7 to 10 Science) and Senior Chemistry (Grades 11 and 12 Chemistry). This course consists of a series of lectures, seminars and laboratory workshops designed to emphasize the research in teaching and learning of chemistry. The course expectations, pedagogy, methodology and content of science in the intermediate and senior grades are guided by the Ministry of Education curriculum policy documents: The Ontario Curriculum, Grades 1-8, Science and Technology (2007), The Ontario Curriculum, Grades 9 & 10, Science (2008) and The Ontario Curriculum Grades 11 & 12 Science (2008). The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and candidates will be encouraged to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Chemistry (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Chemistry, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage):

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

Staff

CTL7025Y Curriculum and Teaching in Science: Physics

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Physics, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage):

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

Staff

CTL7026Y Curriculum and Teaching in Science: General [72L]

This course provides a practical and conceptual introduction to the teaching of Intermediate and senior Science. It consists of a series of lectures, seminars, and laboratory workshops designed to emphasize the expectations, pedagogy, methodology, and content of science. The course is designed to assist students to explore: the teaching and learning process, the pedagogical considerations in teaching science; and the challenges of teaching science as a curriculum subject in schools with a diverse student population and research in science education. It is also designed to help develop the knowledge and skills of curriculum development within the context of curriculum theory and to support personal reflection within the context of contemporary classrooms or other education settings.

Prerequisite: Students must have six full-year university courses in Science, with a minimum of one full-year course in each area of Biology, Chemistry, and Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-General, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage):
<http://www.oise.utoronto.ca/mt/Prerequisites.html>

Staff

CTL7027Y Curriculum and Teaching in Social Science: General (I/S)

This course is designed to prepare teacher candidates to teach students Social Science at the Grade 7-10 level in a thoughtful and interactive way. It focuses on Social Science at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current Social Science curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting Social Science content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make Social Science meaningful for children, and how to promote positive attitudes.

Prerequisite: Students must have six full-year university courses in any of Psychology, Sociology or Anthropology if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice.

Staff

CTL7028Y Curriculum and Teaching in Geography

In this course, you will acquire the knowledge, skills/techniques, attitudes and methodologies necessary to be effective teachers of geography at the Intermediate/Senior level. You will study the Ontario geography curriculum, learn how to prepare effective geography lessons, develop a repertoire of different pedagogical strategies, examine a variety of

CTL7033Y Curriculum and Teaching in Dramatic Arts

This course prepares teacher candidates to be effective instructors of dramatic arts the Intermediate/Secondary level. During this course, you will learn about the Ontario dramatic arts curriculum, lesson planning, assessment, and techniques for preparing learning experiences that foster creativity and nurture artistic growth. You will also study pedagogical practices related to each of the three inter-related strands of the Intermediate/Secondary drama curriculum: 1. Creating and Presenting; 2. Reflecting, Responding, and Analyzing; and 3. Foundations. The impact of different dramatic styles and traditions, drawn from different social and cultural contexts, will also be examined. 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 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 integrated 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.

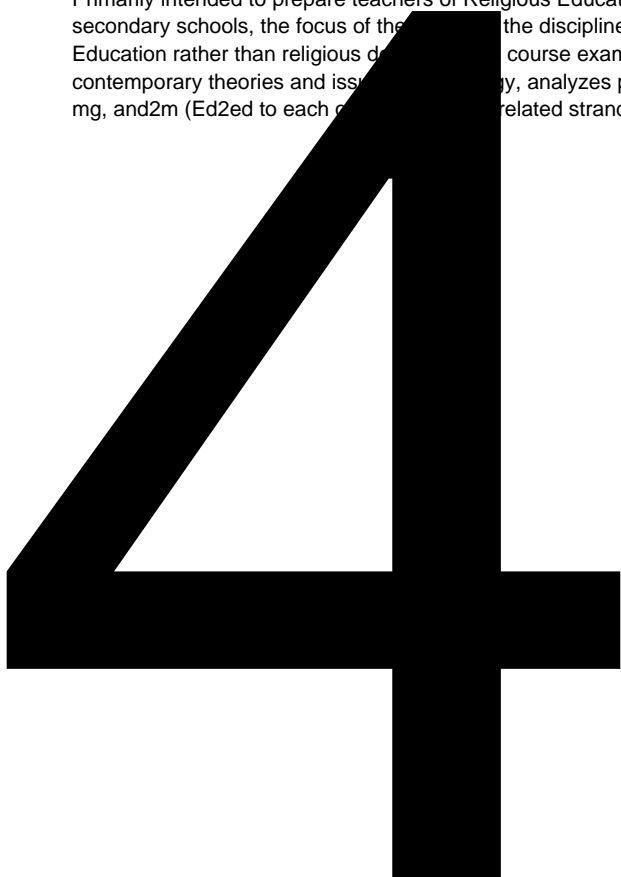
Candidates will be involved in reflective and active learning. This course is offered in French.

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]

Primarily intended to prepare teachers of Religious Education in Catholic secondary schools, the focus of the course is on the discipline of Religious Education rather than religious doctrine. The course examines contemporary theories and issues in the field, analyzes present trends, and examines the role of the teacher in the classroom. The course is designed to meet the needs of candidates for the Ontario Secondary School Teachers' Certificate (Ed2ed to each of the three inter-related strands of)Tj,s,e to each of t 434.ddd 0 0 393.2 Tm (mod sscting, Responding, 2736 424.4g-term)Tj 1lated stran



Staff

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 programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

One of the aims of the course is to introduce new ways of thinking about Health and Physical Education and its role in schools, thereby supporting beginning teachers as they construct their vision for teaching Health and Physical Education. The importance of quality instruction as it fits into a comprehensive school health model will also be explored.

Prerequisite: Students must have three full-year university courses in Health and Physical Education.

Staff

CTL7054H Intermediate Teaching Subject – History

The purpose of this course is to introduce teacher candidates to basic knowledge, skills/techniques, attitudes and methodologies applicable in the successful teaching of History. The course will, therefore, deal with both the practical and theoretical issues related to the teaching of History in Ontario's schools.

The course is an enabling process to help you develop your own teaching and learning beliefs through experiencing and experimenting with the ways history's concepts and skills can help students learn. It stresses that reflection and analysis about their own teaching are critical elements in the life-long developmental process of being teacher first, historian second.

History is not a collection of arcane information. People everywhere need to know about the nature of their world and their place in it. History has more to do with asking questions and solving problems than it does with memorization of isolated facts. A primary objective of the course is to equip you with practical, innovative strategies around which to build an effective history program. As well, you will be exposed to a wide variety of learning resources that can be used to enhance classroom learning. In the end you will leave the course well prepared to deliver an exciting and success-based history curriculum to a diversity of learners.

Guiding Focus: To explore the meanings of history and teaching history, and to develop innovative curriculum and pedagogical strategies to meet the needs of a diversity of learners.

Prerequisite: Students must have three full-year university courses in History. For further details about prerequisites in History, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): <http://www.oise.utoronto.ca/mt/Prerequisites.html>

Staff

CTL7055H Intermediate Teaching Subject – Mathematics

This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. It focuses on mathematics at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting mathematics content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make mathematics meaningful for children, and how to promote positive attitudes.

Prerequisite: Students must have three full-year university courses in Mathematics. For further details about prerequisites in Mathematics, refer to the 05Tj ET BT 1 0 0 1tAnd how,

challenges in teaching while aiming to interpret and respond to relevant legislation that helps to define the teacher's professional role. Using academic research literature, policy documents, and case studies, the course blends theory with the consideration of practical in-school situations in order to enable teacher candidates to analyse policy, ethical and legal tensions in teaching. The course thus aims to rigorously explore teachers' professional contexts so as to inform their daily practice through thoughtful ethical reflection in light of legal and policy considerations.

Staff

CTL7080H Practice Teaching Year 1 (Part 1)

This first year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. 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 a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the Teaching program.

Staff

CTL7081H Practice Teaching Year 1 (Part 2)

This first year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. 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 a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the Teaching program.

Exclusion: CTL7004H

Staff

CTL7082H Practice Teaching Year 2 (Part 1)

This second year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. 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 a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the Teaching program.

Staff

CTL7083H Practice Teaching Year 2 (Part 2)

This second year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. 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 a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the Teaching program.

Staff

CTL7084H Issues in Numeracy (0.25 credit)

In this course, current issues related to mathematics instruction and their theoretical underpinnings will be explored. We will examine research related to this issues and how the impact they can have on classroom programming. Candidates will have an opportunity to discuss their personal beliefs and views about mathematics education as they bridge theory with practice. Instruction in this course will include lecture, written response, group activities, and group investigations.

Exclusion: CTL7010H

Staff

CTL7085H Issues in Literacy (0.25 credit)

In this course, current issues related to literacy instruction and their theoretical underpinnings will be explored. We will examine research related to this issues and how the impact they can have on classroom programming. Candidates will have an opportunity to discuss their personal beliefs and views about literacy education as they bridge theory with practice. Instruction in this course will include lecture, written response, group activities, and group investigations.

Exclusion: CTL7010H

Staff

CTL7086H Curriculum and Teaching in Music and Dance (0.25 credit)

This course develops an awareness of and practice in the arts as a means of personal development and as a learning technique. The philosophy and practice of Music and Dance in education will be explored. The possibilities of conceptual development and expansion of THE CREATIVE PROCESS through the art of Music and Dance with a particular focus on the cognitive, social, and artistic development of the child.

This course is designed to assist teachers in the Primary/Junior Division in the development, implementation and assessment/evaluation of Music and Dance focused learning experiences.

Candidates will explore music through singing, movement, musical games, playing instruments (recorder, percussion, djembes and boomwhackers) and developing their listening skills while at the same time creating, composing and improvising.

Current theories of arts in education will be incorporated as participants plan lessons, 81emic statj 1 gn wi0 1as linls in 319Mint trtudies, thecounceplum. ap

Leadership, Higher and Adult Education

Program, but must commence their program of study with OISE courses.

For more information on LHAE programs, please also see the SGS Calendar.

Degrees

Master of Education

Admission to the Master of Education program normally requires a **mid-B or better** 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 undertake significant research during their regular 10 course program may choose to take LHA1183H-Master's Research Seminar, or LHA1105H and LHA1106H-Introduction to Qualitative Research Parts I & II.

Master of Arts

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

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

Coursework is mainly taken at the 1000-level, of which four of the courses must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students are required to take one core course consisting of either LHA1100H-Introduction to Adult Education or LHA1102H-Community Development: Innovative Models, and LHA1183H-Master's Thesis Seminar. One half-course in research methods is required. Choice of appropriate research courses should be discussed with the student's advisor. The master's thesis may lay the groundwork for doctoral research.

Doctor of Philosophy

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

The PhD degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to practice. AECD offers both a regular full-time and flexible-time PhD program. Flexible-time students are required to register full-time for the first four years of their program and students may request part-time registration beginning their fifth year. The regular PhD program is a full-time program.

Degree requirements for both full-time and flexible-time PhD students are: six half-courses, at least three of which must be from the Adult Education and Community Development Program. One of these courses must be the Doctoral Thesis Seminar LHA3102H, which students will normally take in their first or second year. Students will also normally take at least one specialized research methods course, which may be taken outside the Program with permission of the supervisor.

Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. In addition, the degree requirements include a comprehensive paper and a thesis.

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. All doctoral students must register continuously until all degree requirements have been fulfilled. Students cannot transfer between the full-time and flexible-time PhD options. Students cannot normally transfer between the EdD and PhD programs.

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

Further information is available from:
Professor Bonnie Burstow, Program Coordinator
Telephone: 416-978-0887
E-mail: bonnie.burstow@utoronto.ca

Centres

Through its faculty, the Program is involved in the following research centres (note that CIDEDEC and CLSEW are based in the Department).

- Comparative, International and Development Education Centre (CIDEDEC)
- Centre for Learning, Social Economy & Work (CLSEW)
- Centre for Integrative Anti-Racism Studies (CIARS)

The Comparative, International and Development Education Centre (CIDEDEC)

Program Director: Kathy Bickmore
Location: OISE, 252 Bloor Street West, Room 7-107
Telephone: 416-978-0892
Website: www.oise.utoronto.ca/cidec
E-mail: cidec.oise@utoronto.ca

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

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

Centre for Learning, Social Economy and Work (CLSEW)

Program Director: Peter Sawchuk
Location: OISE, 252 Bloor Street West, Room 7-188

Website: www.oise.utoronto.clsew
E-mail: oise.clsew@utoronto.ca

Established at the University of Toronto in 2014, CLSEW merges two research centres - Centre for the Study of Education and Work and the Social Economy Centre.

CLSEW brings together academics, labour educators, and participants in the social economy and broader community: non-profit organizations, co-operatives, social-enterprises, unions and worker and community recuperated enterprises. CLSEW's research focuses on marginalized social groups in the social economy, and work and learning in the public and private sectors. CLSEW's research aims to understand and enrich the often under-recognized contributions of work and learning dynamics throughout their full range of variation in Canadian society and internationally. In addition to an active research program, CLSEW offers other resources: a speakers' series, workshops leading to a certificate, and outreach to community organizations.

Interdepartmental Research Areas

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

Indigenous Education

The Adult Education and Community Development program, along with the departments of Applied Psychology and Human Development; Curriculum, Teaching and Learning; and Social Justice Education, collaborate in this interdepartmental research area and in the development of Indigenous Education studies. The Indigenous Education Network (IEN) is the OISE-wide forum for students and faculty to work together on shared research and teaching interests.

Participating faculty:

R. Moodley (APHD); S. Stagg-Peterson and S. Styres (CTL); Jeffrey Ansloos, B. Burstow, J. Magnusson, J. Ryan and S. Waterman (LHAE); M. Cannon, G. Sefa Dei, P. Olson, E. Tuck and N. Wane (SJE).

Further information:

http://www.oise.utoronto.ca/oise/About_OISE/Indigenous_Initiatives/index.html

Learning and Work

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

Women's Studies/Feminist Studies

Students and faculty in Adult Education and Community Development, Educational Leadership and Policy, Higher Education, Counselling Psychology Programs, and the Departments of Curriculum, Teaching and Learning, and Social Justice Education participate in this Interdepartmental Research Area. Contact Jamie Magnusson at jamielynn.magnusson@utoronto.ca for more information.

Youth, Activism, and Community

Youth, Activism, and Community is a joint initiative sponsored by AECD and New College at the University of Toronto.

Course Groupings

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

Indigenous Perspectives and Other Practices

The *Indigenous Perspectives and Other Practices* course grouping underscores the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to encompass a spectrum of experiences from the local cultural/spiritual and geographic to international relationships across the world. Courses in this area place Indigenous wisdom at the centre of education initiatives by drawing from Indigenous Elders, traditional teachers, oral traditionalists, artists, craftspeople, and scholars whose bodies of work contribute to Indigenous knowing and learning. Indigenous Education takes on decolonizing methods of teaching, researching and service to the community, while centering on the concept of self-determination in working with Indigenous communities. The courses attract educators from a variety of backgrounds whose work (teaching, research, service) may benefit or have an impact on the lives of Indigenous peoples. Courses in this area contribute to the Graduate Collaborative Specialization in Indigenous Health.

Community Engagement and Sustainability

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

Learning and Engagement in Global Contexts

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

with a comparative or international focus.

Work, Organizations and Lifelong Learning for Social Change

Courses in the *Work, Organizations and Lifelong Learning for 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 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

The MEd degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students have completed the defined Program Length or have begun their last required course (whichever comes first) they must continue to register until MRPs are approved.

Any graduate course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Individual Reading courses are electives and should not be taken at the beginning of a student's program. Students selecting such courses should consult their faculty advisor.

Off-Campus Courses

Some sections of existing courses are offered off-campus in order to make them available to people in localities far from Toronto.

Further information is available from:

Professor Scott Davies, Program Coordinator
Telephone: 416-978-1157
E-mail: scott.davies@utoronto.ca

Master of Arts

The MA program in Educational Leadership and Policy fosters the study of problems in the administration and leadership of educational programs. It will best serve students who have a commitment to scholarship and research as a means of deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience provides a

local, regional, national or international levels.

- Students cannot normally transfer between the EdD and PhD programs.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.

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.

NOTE: Students cannot normally transfer between the EdD program and PhD program.

Admission Requirements

Admission to the PhD degree program requires completion of an appropriate master's degree from a recognized university, with standing equivalent to an **A- or better**.

In addition to the Statement of Intent, a supplementary writing sample is required. The writing sample assists the admissions committee in assessing applicants' readiness to succeed in rigorous coursework and to conduct systematic research for the PhD. Applicants who completed a Major Research Paper or a Thesis for their Master's degree, should submit that. Those who did not must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. The admissions committee will be looking for evidence that the applicant understands how to, or has the potential to, craft an academic document, display an ability to define a research problem, devise an appropriate focus for an inquiry, assemble and analyze evidence, and develop conclusions in a rigorous manner. Examples of writing samples include: a master's level course paper, a policy document, a professional publication.

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.

Full-time PhD students and flexible-time PhD students must complete their degree within six years.

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
LHA1035H Sociology of Education
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
JOI3048H Intermediate Statistics in Educational Research: Multiple Regression Analysis [RM]

Leadership

LHA1012H Organizational A Int(ership)cation

Degree Requirements

Field: Higher Education (Non-Cohort Format) - Option IV

Ten half-courses in total, including:

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

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

NOTE: Students cannot normally transfer between the EdD program and PhD programs. EdD students may commence their EdD degree full-time or part-time, but must maintain continuous registration. A minimum of one year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed. Full-time and part-time EdD students must complete their degree within six years.

Doctor of Philosophy

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

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence in their admission application 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.

Degree Requirements

The PhD degree is organized into the following complementary components:

- 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:
- a half course, LHA3803H - Doctoral Seminar: Recurring Issues in Postsecondary Education
 - a half course, LHA3804H - Doctoral Research Seminar in Higher Education
 - at least two additional half-courses in Higher Education
 - a half-course in research methodology approved by the faculty advisor
 - a half-course elective selected 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

NOTE: Students cannot normally transfer between the EdD program and PhD programs. All doctoral students must register continuously until all degree requirements have been fulfilled. Full-time PhD students and flexible-time PhD students must complete their degree within six years.

Further information is available from:
Professor Creso Sá, Program Coordinator
Email: c.sa@utoronto.ca

Adult Education and Community Development Program Courses

LHA1100H Introduction to Adult Education

This course is designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include either LHA1100H or LHA1102H in their program of study.
S. Mojab, J. Sumner, J. Magnusson, L. McCready

LHA1101H Program Planning in Adult Education

This course introduces students to basic principles and processes of program planning, and how they apply to adult educational contexts. Relevant literatures and cases will be examined to illustrate different approaches to planning with particular emphasis on non-profit, public sector and community settings.
Staff

LHA1102H Community Development: Innovative Models

This course attempts to come to grips with the meaning of community development in a highly networked, increasingly information-dependent society. The course looks at such issues as the relationships between community organizing and community development and the role of social capital in community economic development. Models of community development that involve government programs such as social housing and community health centres are considered as are market-based approaches involving micro-lending, co-operatives and social enterprises. It is required that all Master's students include either LHA1100H or LHA1102H in their program of study.
S. Ryan, Staff

LHA1103H Introduction to Research Methods in Adult Education [RM]

This course introduces quantitative and qualitative research methods and theoretical perspectives. It is designed as an exploration into a range of research / inquiry methods appropriate for adult education and community development. The course examines the underlying philosophical assumptions of these methods, and the implications that these assumptions have for framing research questions, data collection, analysis, and dissemination strategies. It also provides opportunities to engage in practical, hands-on experience with developing research questions, data collection, and data analysis. The students are given an opportunity to reflect on the ethical, procedural, and political implications of research work and what it means to be "the researcher" and "the researched". The course is designed as a hybrid or blended course, which means that it is taught through face-to-face and online sessions and activities.
S. Ryan

LHA1104H Social Action Education: Community Development, Social Services and Social Movements

Key challenges encountered in social action education will be examined in a broad range of local and global community, social service, non-profit, NGO, and social movement contexts. The course will draw on classic and contemporary popular education, community organizing, international development, feminist, environmental, socialist, anti-colonial, anti-racist and Indigenous sources to explore a variety of approaches to social change education, service provision and organizing.
A.R. Miles

LHA1105H Introduction to Qualitative Research (Part I) [RM]

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

LHA1106H Introduction to Qualitative Research (Part II) [RM]

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process. Additional methodologies explored in this course include: action research, critical discourse analysis, and Freirian-based research.
Prerequisite: LHA1105H
B. Burstow

LHA1107H Developing and Leading High Performing Teams: Theory and Practice

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

LHA1108H Adult Learning

This course is focussed on theoretical research on the concept of adult learning. The course will operate on the basis of high student participation. Students are expected to incorporate aspects of their own experiences and/or research interests with course studies. From the vantage point of Adult Education, topic areas included in the course are as follows: the social importance of studying adult learning dynamics; history of conceptualizing adult learning; contemporary trends in studies of adult learning; agency, autonomy and the individual in adult learning research; socio-cultural theories of adult learning; the relationship of adult learning and social change; and, methods and methodologies in the study of adult learning.
P. Sawchuk

LHA1109H Creative Empowerment Work with the Disenfranchised

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

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

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within such settings as schools, private sector organizations, community groups, hospitals. Suitable

'casino economics', and 'crisis economics'. As devastating as these trends are, never have possibilities for transformation been more accessible through a myriad of inspiring social movements and innovative community activism and development. This course provides some critical literacy for organizing, and some hands-on experience in transformative community development.

J. Magnusson

LHA1150H Critical Perspectives on Organizational Change

Critical approaches to organizations focus on how organizational change and development is experienced by diverse groups of women and men who work within organizations, as well as how organizational change is influenced by broader historical, social, political, and economic forces. Through this course, students will have the opportunity to develop theoretical and analytical skills to critically assess organizational change, its socio-economic contexts, and its dimensions of sense making, language, power, inequality, and resistance in a variety of organizational settings (offices, factories, service sector firms, NGOs, non-profits, cooperatives, community groups, government units, schools, family businesses, etc.). We will explore the methods frequently used to "restructure" organizations (such as downsizing, outsourcing, contingent just-in-time policies); develop critiques of recent trends which emphasize "empowerment", "organizational learning", and "reengineering" and reflect on alternative organizational models with a vision of social change. Throughout the course, we will endeavour to situate the critical perspectives, theories, and methods of organizational change we will be

students will have the opportunity to read completed theses and proposals. The course is required for all MA students. Full-time MA students are encouraged to take this course at the start of their program. Part-time MA students should ideally take this course when they are ready to start working on their thesis proposals. If you have difficulty fitting this into your schedule, please contact the instructor.

The course is also open to MEd students who are interested in gaining research experience by writing a substantial research paper equivalent to a thesis.

K. Mirchandani

LHA1184H Indigenous Knowledge: Implications for Education

This course will explore Indigenous ways of knowing and knowledge systems and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, decolonizing methodologies, ethics and politics of researching

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

Leadership, Higher and Adult Education

experiments. Throughout the course, the study of lifelong learning and democratic citizenship is related to critical reflections on the state, the market, civil society, global-local dynamics, inequalities, power, social reproduction, and social change. The course includes a variety of learning formats, such as class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings.
M. Vieta

LHA3183H Introduction to Institutional Ethnography [RM]

This course is a comprehensive introduction to institutional ethnography (IE), a powerful method of social analysis developed by feminist sociologist, Dorothy E. Smith, Professor Emerita at OISE/UT. IE starts with people's everyday experiences, and provides a way of exploring how the ruling of institutions shape their experiences and practices and lead to the disjunctures that people experience in their everyday lives. The course begins with the epistemology and theoretical traditions that inform IE, discusses IE's core concepts and procedures, examines the major tools associated with IE, and provides opportunities for practice. Explorations will include, but will not be limited to, textual analysis; the overlapping relations of gender, race, class and other axes of difference in organizations; and the combining of institutional ethnography with other critical forms of inquiry such as critical discourse analysis and participatory research. Both Dorothy Smith and George Smith style institutional ethnography are explored, that is, both institutional ethnography for understanding and institutional ethnography for social change (now commonly known as political activist ethnography).
Prerequisite: At least one research methods course at the masters level, or by permission of instructor.

B. Burstow

LHA3184H Indigenous Research Methodologies [RM]

This course will provide an overview of indigenous research methodologies and an introduction to planning research projects that are relevant, respectful, responsible and reciprocal in relation to indigenous communities. Students will engage in a dialogue on research ethics and protocols as they relate to working with indigenous peoples and communities.

J.P Restoule

LHA5100H Special Topics in Adult Education and Community Development: 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 course schedules.

Staff

LHA6100H Special Topics in Adult Education and Community Development: Doctoral Level

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

Staff

WPL1131H Introduction to Workplace Learning and Social Change

This course will introduce students to work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this course. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the course allows for an exploration of the connections between learning as an individual phenomenon and learning

as a social/organizational and social policy phenomenon. Finally, a third objective of the course is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

K. Mirchandani, M. Vieta

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. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, 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. The focus is on building capacity in students to carry out research on various aspects of work, learning and social change. In doing so, 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

NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs
C. Campbell, A.K. Chmielewski, Staff

LHA1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

LHA1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
S. Anderson

LHA1018H Political Skill in the Education Arena

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

educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take either LHA1040H or LHA1041H as one of the first courses in their program.

Students can choose how to sequence these two courses, i.e.

students can take either one first or both concurrently.

J. Flessa, A. Lopez, R. Joshee, Staff

LHA1066H Comparative and International Perspectives on Gender and Education Policy and Practice

Gender issues and gendered practices in education have global relevance and have received sustained scholarly and policy interest in northern and southern societies, as well as in the work of major international organizations such as the World Bank, the OECD, and various United Nations' agencies, bilateral donors, and transnational civil society organizations. This course will provide students with an

LHA3037H Strategic Planning in Educational Organizations

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

Staff

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

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

J. Flessa

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

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

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

R. Joshee, Staff

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.

R. Childs, Staff

LHA3044H Internship/Practicum in Educational Leadership and Policy

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

Staff

LHA3047H Research Seminar on Leadership and Educational Change

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

C. Campbell

JOI3048H Intermediate Statistics in Educational Research: Multiple Regression Analysis [RM]

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 664.4 Tm (EmphasP

LHA1826H Comparative Higher Education

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

R.E.S. Hayhoe

LHA1828H Evaluation in Higher Education [RM]

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

R. Childs

LHA1847H Human Resource and Diversity Issues in Higher Education

This course will explore and discuss models of and approaches to leadership as they pertain to higher education. Particular attention will be paid to equity and diversity issues within human resources, recognizing the increasing diversity of the higher education environment. The course will include an examination of (a) how equity and diversity inform our models of academic and administrative leadership; (b) what leaders might do to ensure that their institutions are viewed as Employers of Choice both nationally and internationally; (c) the role of leadership within the post secondary system in the promotion and enhancement of student learning and literature.

A. Hildyard

LHA1848H Innovative Curricula in Higher Education and Professional Programs

This course explores how educators in higher education and professional programs approach curriculum development from an innovative perspective. Curriculum theories, philosophic perspectives in the literature, and current realities in the classroom will be explored. Curriculum challenges with respect to access, quality and funding in higher education will be identified and analyzed, and innovative strategies for addressing these challenges will be generated.

K. Janzen

LHA1850H Quantitative Research Process and Design [RM]

This course is designed to help graduate students learn the fundamental concepts of quantitative research design. Students will evaluate research presented in the popular press and in scholarly journals. In addition to becoming a savvy consumer of research, students will learn the elements of a quantitative research study including: framing a research question, reviewing relevant literature, insuring internal and external validity, data analysis, presentation of results, and the ethical standards of conducting research.

Staff

LHA1851H Survey Methodology [RM]

This course uses the concept of total survey error and total survey quality as frameworks to discuss the survey elements relative to representation, measurement and usefulness. These include appropriate sampling frames, various sample design strategies, data collection, the role of the interviewer, non-response and bias, the effect of question structure, wording and context, respondent behavior, post-survey processing, estimation in surveys, and stakeholder use. This course requires students to have completed a quantitative research or a statistics course prior to enrolling.

R. Childs

LHA1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

LHA1853H Introduction to Student Services

This course is designed to introduce students to the field of student affairs and services within the context of Canadian postsecondary education institutions. We will use a multidisciplinary approach to examine the historical, philosophical, legal, and cultural foundations of student affairs and services work. From these multiple perspectives, we will discuss the guiding principles from which student affairs and services practitioners educate and deliver services and programs to students.

Staff

LHA1854H Student Development Theory 6FaddcnP.oe ad4ectiveachg po valid

LHA2006H Educational Finance and Economics

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

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

D. W. Lang, Staff

LHA3803H Doctoral Seminar: Recurring Issues in Postsecondary Education

Recurring Issues in Postsecondary Education is an examination of some of the issues that have characterized postsecondary education in the past and are likely to continue to be faced in the future. The objectives of the course are to: (1) provide a broad, introductory overview of postsecondary education as a field of scholarly inquiry and research; (2)

Social Justice Education

Program Requirements

The MA is a research-based degree program which can be taken on a full-time or part-time basis.

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 Specialization 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

may be subject to processing delays or rejection:

- a statement regarding the intended PhD 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.**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work that demonstrates engagement with social justice education

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

Program Requirements

PhD students have the option of undertaking the program on a full-time or flexible-time basis. Full-time PhD students must maintain full-time status throughout their program of study.

Students must complete 3.0 full-course equivalents (FCEs). Subject to consultation with a faculty advisor, the Department recommends **SJE3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis). Additional courses may be required, and some students may be required to take other specified courses in research methods and/or theory. At least 2.0 FCEs of students' PhD coursework must be taken within SJE. Students who are registered in a Collaborative Specialization may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

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

All PhD students must complete a.

SJE1436H Modernity and Postmodernity in Social Thought and Education

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

M. Boler

SJE1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill,

humanities/social sciences perspective that honors social justice education, contrasts with other disciplinary approaches and what this

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

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-

SJE1930H Race, Indigeneity, and the Colonial Politics of Recognition

This course explores histories of racism, displacement and legal disenfranchisement that create citizenship injustices for Indigenous peoples in Canada. It aims to highlight a set of decolonizing perspectives on belonging and identity, to contest existing case law and policy, and to deconstruct the normative discourses of law, liberalism and cultural representation that govern and shape current nation-to-nation relationships between Ongwehoweh (real people) and colonial-settler governments. The course is centered on exploring the possibilities, challenges and contradictions raised by resurgence strategies and reparation involving citizenship injustice from an anti-racist, anti-colonial and indigenous-centered perspective.

M. Cannon

SJE1931H Centering Indigenous-Settler Solidarity in Theory and Research [36S]

What sets of intellectual and intercultural relationships exist between settler, diasporic, and Indigenous populations in Canada, and what possibilities, challenges, and limitations surround the building of these alliances in both theory and research? This course will examine these questions by exploring scholarly, theoretical, and research-based frameworks centred on the creation, maintenance, and rejuvenation of Indigenous-settler relationships and organizing. The objective is to engage with and assess these frameworks from a critical, Indigenous, and anticolonial perspective, and to understand the strengths, divergences and interconnections surrounding each of them. Through films, readings, group discussions, and guest speakers, emphasis will be placed on current and future research and mobilizing, considering in turn the implications for political, historical, and educational change.

M. Cannon

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

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

Dans plusieurs pays, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, la communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette « mise en marché de l'éducation », un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté et les fonctions sociales de l'école.

D. Farmer

SJE1954H Marginality and the Politics of Resistance

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

Staff

SJE1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

R. Walcott

SJE1957H Disability Studies: An Introduction

"Doing Disability" brings us to a central premise of disability studies-- disability is a space of cultural practices done by and to people. From this premise, it follows that we are never alone in our bodies and so disability represents the material fact that bodies, minds, and senses always appear in the midst of people. Assuming that disability is done and re-done through everyday discursive practices, disability studies turns to a range of interdisciplinary work that enriches the potential to challenge our taken-for-granted understandings of social and political life. Theorizing how we do disability, even in the everyday of the (our) classroom, provides the occasion to critically engage contexts, such as education, mass media, and the built environment, as they intersect with issues of identity and difference; embodiment; narrative; the constitutive structuring of ordinary, agentive, viable, life at their opposites. Orienting to disability as a social accomplishment of everyday life is a way to examine how versions of what counts as human are culturally organized and governed. Made by culture, disability is a key space of practices where we might theorize culture's makings. In this course, we explore social models and theories of disability, so as to develop a critical understanding of disability's appearance in everyday life and to work to open ourselves to question how these new non-medicalized ways of knowing disability might influence pedagogical structures and practices.

T. Titchkosky

SJE1958H The Cultural Production of the Self as a Problem in Education

This course explores socio-cultural theories of the self and subjectivity. Turning to interpretive sociology, informed by cultural and disability studies, we will theorize the self as social and as located in educational scenes of its appearance, including its appearance in empirical studies that regard the self as a problem. Through lecture and seminar discussions, we will uncover taken-for-granted conceptions of the self-as-a-problem in education. The course aims to reveal the complex version of self as a cultural production while questioning individualized versions of self currently produced by dominant fields' of inquiry in education such as developmental and epigenetic psychology.

T. Titchkosky

SJE1959H Theoretical Frameworks in Culture, Communications and Education

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.

R. Walcott

SJE1961H Spirituality and Schooling: Sociological and Pedagogical Implications in Education

Exploring spirituality within the context of education will create new pathways of understanding for educators and students. By weaving spirituality into learning and knowledge creation discourse, educators and learners can foster spiritual growth while strengthening the connections between knowledge and the process of schooling. The main objective of this course, therefore, will be to create an educational space that develops students' spiritual interconnectedness in relation to learning, schooling and the community at large. Spirituality is very important in many people's lives, and valuing the spirituality of students means valuing their uniqueness as individuals, regardless of race, gender, creed, sexuality or ability. Spirituality has been silenced and marginalized as a discourse or embodied knowledge in the academy. The course will survey the literature that examines spirituality and knowledge production from a wide range of perspectives, such as from various Eastern, African, indigenous traditions, and from both religious and secular traditions. The course will examine the intersections between issues of spirituality and environment, health, colonialism, gender, sexuality, the body and so on.

Staff

SJE1970H Applied Ethics in Higher Education

Applied ethics is the study of questions that result from real-life moral situations, usually in specific domains such as medicine, business, and education. The institution of higher education (primarily universities) has always raised applied ethical questions, such as those regarding freedom of speech and research, compensation for intellectual work, choices in

educating for autonomy and the legitimacy of state-initiated educational policies.

L. Bialystok

SJE1974H Truth Commissions Reconciliation and Indian Residential Schools

This course considers, in part comparatively and internationally, the content and implications of Truth Commissions, especially Canada's Truth and Reconciliation Commission (TRC) in terms of delivering colonial reparations and redress. In June 2015, following six years of investigation and hearings across Canada, the TRC released its findings to the public. The findings were based largely on testimonies of over 6000 witnesses, mostly adult survivors of residential schools. The TRC concluded that the residential schools were based on a policy of "cultural genocide", enforced as part of the very foundation of the Canadian state and sustained for over a century. Canada's TRC documented crimes exclusively targeting children, and an attack on Indigenous sovereignty. It also identified education as an avenue for reconciliation.

SJE2998H Individual Reading and Research in 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

skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining

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?

M. Todorova

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.

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

M. Heller

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

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

Staff

WPL2944H Sociology of Learning and Social Movements

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory that to date have encountered one another only rarely and when so, virtually always inadequately. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, 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

Research Centres

OISE's research centres engage students and faculty across departmental boundaries. The centres host a variety of talks and events annually and provide the opportunity for unique research collaborations.

For information about the following centres, please visit their websites found at: https://www.oise.utoronto.ca/research/Centres_Institutes1.html

Indigenous Education

Indigenous Education initiatives at OISE involve all departments and draws upon the diversity of Indigenous peoples. We seek to examine a range of issues, perspectives, and models of Indigenous Education from local, to national and international connections. Students focusing on Indigenous Education will have a greater understanding of the needs, aspirations and knowledges of Indigenous Peoples in Canada (First Nations, Métis, Inuit) and Indigenous Peoples around the world.

Important components of learning and work in this research area include:

- Developing understanding of the diversity of Indigenous peoples locally, nationally, and globally. This includes diverse cultural, spiritual, and political structures, and place based relationships that shape approaches to knowledge production and education.
- Increasing understanding of the history of colonization projects in Canada and around the world and their impacts on Indigenous peoples. This includes the significant role that education has played as a tool for control and assimilation.
- Examining ongoing realities of colonization including the ways in which educational institutions, policies and practices continue to produce and maintain conditions of constraint, dominance and control; racist representations of Indigeneity; social and class differences; and social inequities in regards to Indigenous peoples.
- Advocating for changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research.
- Centering Indigenous epistemologies, ontologies and methodologies in Indigenous education and research. This includes respecting the roles that Indigenous Elders and Knowledge Keepers play in Indigenous communities and holistic understandings of learning and wellness.

Courses are offered at the MT, MEd, MA, EdD, and PhD levels. Faculty members supervise masters research projects, qualifying research papers, and both masters and doctoral theses. Courses with an Indigenous education focus or content are listed in associated departments; see their websites 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).

Indigenous Faculty across these departments include: S. Styres and J. Brant (CTL); J. Ansloos (APHD), S. Waterman and J. Wemigwans (LHAE); E. Tuck and M. Cannon (SJE). Their research and teaching focuses on a range of topics in Indigenous education including (but not limited to):

- Indigenous students' access and experiences in post-secondary education
- Social movements and approaches to decolonization
- Sociopolitical dimensions of Indigenous mental health
- Racism and colonial politics of state recognition
- Land-centered approaches to language, literacy, and curriculum
- Ethical representation of Indigenous knowledge in digital spaces
- Indigenous maternal pedagogies and identity formation

Traditional Teachers & Supports

OISE's Indigenous Education Network (IEN) and the University of Toronto's First Nations House (FNH) has relationships with a number of

Fees

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

Academic Fees Structure

Full-time Master's students undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must continue to register on a full-time basis and pay the full-time fee once they have completed the defined Program Length or have begun their last required course (whichever comes first), until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis, and undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

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 often covers the Summer Session immediately following if studies are in the same degree, except for part-time Special Students.

NOTE: The Academic Fee is also called the "Program Fee".

Minimum Degree Fee

Master's Programs

All students in a given program must pay the Minimum Degree Fee (MDF) prior to graduation, regardless of registration option or status. The MDF is associated with the program length for each graduate master's program.

This fee is based upon the full-time program length for each program and is assessed prior to graduation. Minimum Degree Fee represents the minimum amount of tuition that every student, whether registered full-

MT and MA-CSE - \$11,190.00

Fees

Non-Refundable Tuition Deposit (for newly admitted Master of Teaching and MA-Child Study and Education students)

Newly admitted students to the Master of Teaching and MA-Child Study and Education programs must pay a non-refundable three hundred dollar (\$300) tuition deposit by June 1 in order to hold their admission space in the program. Payment in the form of a certified cheque, money order, or bank draft accompanied by the Tuition Deposit Form, must be forwarded by the newly admitted student to the University of Toronto Student Accounts Office by the June 1 deadline.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2018-19 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

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

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal from a session, in the OISE Office of the Registrar and Student Services, Registration Team. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2018-19 academic year, the minimum charge was \$333.00.

Note that the Tuition Deposit (\$300) for newly admitted students to the Master of Teaching and MA-Child Study and Education programs is non-refundable.

Outstanding Fees and Other University Obligations

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

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

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

Financial Support

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

www.oise.utoronto.ca/oise/Tuition_and_Financial_Support/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

registered on a full-time basis in a graduate degree program at OISE. One scholarship will be awarded to an Indigenous student in a Doctoral program and one to an Indigenous student in a Master's program. This award is open to all Indigenous candidates at OISE (First Nations, Métis, Inuit and Indigenous Peoples from outside of Canada) with preference given to applicants who have not previously been awarded this scholarship. The recipient will be selected on the basis of academic merit and previous and intended contributions to their community.

Indigenous Students Bursary Fund

This emergency bursary is open to all full-time Indigenous candidates (First Nations, Inuit, or Métis, status or non-status) at OISE. Indigenous students in need of funds due to an emergency situation should write a letter outlining their emergency needs and send it to ien@utoronto.ca. Decisions will be made on an ongoing basis, as requests are received.

Keith A. McLeod Bursary

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a bursary award 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. Financial need must be demonstrated. Residency in Ontario is required.

Margaret I. Hambly Memorial 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.

Mary Stager Graduate Student Award

To be awarded to a graduate student enrolled in a program in OISE with a focus on urban schooling. In making the selection the following criteria will be taken into account: financial need, demonstrated commitment to/achievement in education in urban schools, and the potential impact of the student's research on urban education. The winner is chosen from students nominated by faculty in the Fall session. No application is required.

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.

William Pakenham Fellowship

This award was established through a bequest of the late William Pakenham, who was the University of Toronto's first Dean of Education from 1907 –1934.

One or more awards of \$5,000 will be made to a full-time student enrolled in a graduate program in education who is an Ontario resident and holds a bachelor's degree and a teaching certificate valid in a Canadian province. This award is open to both new and continuing OISE graduate students who will register in September 2019 and who satisfy these conditions.

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

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 their 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.

online process. The application can be found at the U of T website under UTAPS Application Procedure for Current U of T Students >Residents of Other Provinces and territories:
<http://www.future.utoronto.ca/finances/financial-aid/university-toronto-advance-planning-students-utaps>

Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS), as the hub of OISE, is often the first and last point-of-contact for many clients and serves and supports diverse future and current students removing barriers and obstacles to facilitate a positive experience.

The ORSS delivers student-centred, community-focused and integrated services in an environment of mutual respect that attracts, supports and engages students. Collectively we make the ORSS an inviting and a great place to work, learn and grow.

At the ORSS, community members are able to request, receive, and retrieve a wealth of information that they need: viewbooks, application, admission, digital forms, course registration, student record management, account information, fee payments, financial advice, bursaries, scholarships, awards, OISE Bulletin, counseling, referrals, well-being, accommodations, student communications, career services, OISE Student Success Centre, professional development, convocation and much more. We promote equitable access to academic and professional development programs and to financial and personal services beneficial to diverse student success. We protect the integrity of academic records, we guard the value of OISE degrees, we support the success and wellness of students and we collaborate across divisions.

Information regarding resources and programming can be found at:
<http://www.oise.utoronto.ca/orss>

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