

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

Graduate Studies in Education

2009-10 Bulletin

Application and Admission Inquiries

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Important notices

Applications & Admissions

cannot unilaterally re-open or a re-admission letter applicant who meets the minimum admission requirements.

Changes to Fees

The tuition fee for 9-11 fees schedule as noted in the attached fee schedule is not in effect. The fee schedule is available on the website. The fee schedule is available on the website. The fee schedule is available on the website.

Changes in Programs of Study and/or Courses

The program of study at our Bulletin lists are available on the website. The program of study at our Bulletin lists are available on the website. The program of study at our Bulletin lists are available on the website.

For each program of study, the Bulletin lists the courses necessary to complete the program. The Bulletin lists the courses necessary to complete the program. The Bulletin lists the courses necessary to complete the program.

Copyright in Instructional Settings

A student wishes to take a recording of a lecture or otherwise reproduce the content of a course. The student wishes to take a recording of a lecture or otherwise reproduce the content of a course. The student wishes to take a recording of a lecture or otherwise reproduce the content of a course.

Course Deadlines, Prerequisites, Limits

The student should note the deadline for course selection. The student should note the deadline for course selection. The student should note the deadline for course selection.

NOTE: Students with unsatisfactory conditions of admission will not be permitted to select courses.

Enrollment Limitations

The enrollment limit is a reasonable effort to ensure that a sufficient number of students are available to complete the program. The enrollment limit is a reasonable effort to ensure that a sufficient number of students are available to complete the program. The enrollment limit is a reasonable effort to ensure that a sufficient number of students are available to complete the program.

English Language Facility

The student must demonstrate proficiency in English. The student must demonstrate proficiency in English. The student must demonstrate proficiency in English.

Fees and Other Charges

The student must pay the required fees. The student must pay the required fees. The student must pay the required fees.

Full-Time & Part-Time Course Load

The student must complete a minimum number of credits. The student must complete a minimum number of credits. The student must complete a minimum number of credits.

Students wishing to change their status must submit a written request to the Registrar. Restrictions may apply.

Notice of Collection of Personal Information

The student is notified of the collection of personal information. The student is notified of the collection of personal information. The student is notified of the collection of personal information.

admission registration academic records university -
 graduate student activities activities of student societies
 financial assistance awards scholarship university
 advance enrollment and other use of statistical information
 of enrollment agencies. The titles it will be reflected in
 accordance with the relevant information and
 protection of records. You are questions please
 refer to the website or contact the university
 relevant information and protection of records
 coordinator.

Location: curriculum in room 1

1 Queen's Park Crescent East
 Toronto Ontario M5S 1A5

Phone: 416-946-7

Website: www.utoronto.ca/riac

For an electronic version of this notice can be found at
www.fippa.utoronto.ca/policy/nocx.htm

Person IN N (Student Number)

Each student at the university is assigned a unique identification number. The number is confidential. The university through the official access to student card and electronic records strict control access to person's personal information. The university assumes an obligation to protect student's confidential information to the person's personal information.

Regulations and Policies

Students at the university of Toronto can only
 students assume certain responsibilities and are guaranteed
 certain rights and services. The university as a service
 policies that are a role of the enrollment council
 that apply to students. Each student must also be
 aware of the policies. The university will assume that
 the relevant provisions are in the university's
 are listed in this *Bulletin*. In addition to the
 student assumes certain responsibilities to the university
 and to the institution and the relevant provisions
 subject to the relevant provisions and policies cited in the
Bulletin as a reference to the title.

University policies can be found at
www.governingcouncil.utoronto.ca/policies.htm

Some of the articles of importance to students are
 official access to student card and electronic
 records and enrollment card and electronic
 records of student conduct
 and in practices of
 official information and records of students

For information about student rights and responsibilities
 can be found at
www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

NOTE: In addition to the relevant provisions are
 subject to the academic regulations of the university of
 Toronto. For more information, please refer to the
 relevant provisions and students are advised to consult the
School of Graduate Studies Calendar or visit their
 website at www.sgs.utoronto.ca

History and Function of

Mission

is committed to the study and promotion of education in the context of social issues with an understanding that learning is a life-long activity. Its mission is to assist and encourage the development of a nation with a view to addressing the social and educational issues and questions that confront the individual and the nation. It is committed to national development and international distinction in the field of studies and to the continuous teaching and research in the field of education and to the promotion of excellence in the field of education and to the promotion of excellence in the field of education.

The mission is committed to creating a national research and teaching institution in the field of education and to the promotion of excellence in the field of education.

History

In 1960, following the recommendations of the Commission on the University of Toronto that the teaching and research activities of the University of Toronto should be organized into a single institution, the University of Toronto was established as a single institution. The first class of students entered the University in 1970. The first courses in the field of education were offered in 1970. The first class of students entered the University in 1970. The first courses in the field of education were offered in 1970.

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In 1982 the University of Toronto announced its intention to transfer its assets to the Ontario Institute of Education. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity.

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In February 1994 the Minister of Education announced his intention to transfer the assets of the Ontario Institute of Education to the University of Toronto. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity.

On February 16, 1994, the Ontario Institute of Education was established as a separate entity. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity. The Ontario Institute of Education was established in 1975 as an independent agency to coordinate and improve the quality of education in Ontario. It was not until 1982 that the Ontario Institute of Education was established as a separate entity.

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Mission

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Directors of the Ontario Institute for Studies in Education

- ... Jackson 196 - 197
- ... Pitt 197 - 1982
- ... Airo 1982 - 1986
- ... Itan 1986 - 199
- ... Rufer 199 - 199
- ... Iar 199 - 1996

Deans of the Faculty of Education

- ... Aena 197 - 194
- ... Touse 194 - 1944
- ... Lewis 1944 - 1982
- ... It 1982 - 196
- ... Ason 196 - 197
- ... Arrett 1974
- ... Icer 197 - 1981
- ... Acona 1981 - 1987
- ... Iar 1987 - 1988
- ... Uan 1988 - 1996

Deans of the University of Toronto

- ... Uan 1996 -
- ... Ase -

Administrative Officers (Fartial ist)

School of Graduate Studies

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ean

Elizabeth Cowper, Ph.D.

ice- ean ro ra s

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

tu ent er ices irector

Mingyao Liu, M.D.

ssociate ean ie ciences

J. J. Berry Smith

ice- ean tu ents

ean s Office

Jane S. Gaskell, Ed.D.

ean

Glen A. Jones, Ph.D.

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Elizabeth Smyth, Ed.D.

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Mark Evans, Ph.D.

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Carl Corter, Ph.D.

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Glen A. Jones, Ph.D.

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Marlene Scardamalia, Ph.D.

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Peter Dietsche, Ph.D.

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Charles P. Chen, Ph.D.

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Chris Moore, Ph.D.

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Karen Mundy, Ph.D.

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Rinaldo Walcott, Ph.D.

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epartment hairs

Marilyn Laiken, Ph.D.

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Tara Goldstein, Ph.D.

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Esther Geva, Ph.D.

u an e eo ent an ie s c o o

Kari Dehli, Ph.D.

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Reva Joshee, Ph.D.

eor an o ic tu ies in ucation

epartment Associate hairs

Niva Piran, Ph.D.

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Kathy Bickmore, Ph.D. (Acting)

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Clare Brett, Ph.D.

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Earl Woodruff, Ph.D.

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George J. Sefa Dei, Ph.D.

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John Portelli, Ph.D.

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Megan Boler, Ph.D.

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Held Centre Leads

Wayne Seller, M.Ed.

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John A. Ross, Ph.D.

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Library Education Commons

Laurie Harrison, M.Ed.

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Patrick Hopewell, B.A.

irector n or ation ec no o

Julie Hannaford, Hons. B.A., M.I.St.

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Libraryarians

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Eucline Claire Alleyne, Ed.D.

e istrar

Kim Holman, B.A.

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Jo Paul

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Christine Fung

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Linda Pereira

iaison icer

Ruth Rogers

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School-University Partnerships Office (SUFO) and Student Services

Eleanor Gower, B.A.

nteri irector

Caroline Chassels, M.Ed.

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Anne Marie Chudleigh, M.Ed.

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Amy Lobo

oor inator eac er o ent re aration entre

Sheryl Hoshizaki

uit an u an i ts entor

Dean's Advisory Board

Ruth Bauman

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Gerry Connelly

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Philip M. Dewan

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Rosemary Evans

irector ca e ic tu ies ran so e a

Paul Gooch

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Penny Milton

ie ecuti e icer ana ian ucation ssociation

Anne Sado

resi ent eor e rown o e e o ie rts an
ec no o

Raymond Théberge

irector enera ounci o inisters o ucation
ana a

Michael Valpy

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Officers of the University

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<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=3894>

2009 continued

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2009 continued

- u 16 ea ine or a in 9 u er ession secon ter courses
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2009 continued

- October 1 Deadline for Masters students to request conlocation in March in a sentence or in the form in **all** the required documents with the completed in the 9 a session
- October 1 Deadline to request a change or start date for the 9 a session or the 9 a session to the 11 inter session
- October 4 Deadline for withdrawing from 9 a session courses without academic penalty
- October 6 Deadline for receipt of students to submit a completed application or a session to the 11 inter session
- October Application - see **www.convocation.utoronto.ca**
- December 1 Deadline for submitting a completed application or a session to the registrar's office in the 11 a session or the 11 a session and the 11 inter session. The applications will be accepted after this date no guarantee can be given that the application will be considered for a session to either the registrar's or courses or financial support
- December 1 Deadline for receipt of applications or a 11 a session and 11 inter session graduate assistants or university student
- December 4 Last lectures of the 9 a session
- December 7 Deadline for a 11 inter session courses **without instructor's approval**. The date that instructor's approval at the beginning of classes is required
- December 1 Deadline for submission of a final exam in an research course or a course or the 11 inter session to the student to the registrar's office graduate studies administration
- December 1 -
January 1 University close

2010

- January 4 Lectures end of the 11 inter session
- January 8 Deadline for registration of students in the 11 inter session. The date that registration fee will be charged
- January 8 Deadline to request a change or a session for the 11 inter session to the 11 inter session
- January 1 Release of session date for the 9 a session courses. Release will be available on January 1 at 10:00 a.m. after this date
- January 1 Deadline for registration of 9 a session first and second term courses to be changed to a regular rate or a full rate
- January 1 Deadline for in-class evaluations or fees to be confirmed in a sentence at the arc meeting of the governing council. The students must be a student to the registrar's office graduate studies administration **at least ten working weeks before this date**, taking into account the intermission period as of a
- January 1 Deadline for a 11 inter session courses

2010 continued

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- ri 1 ast a o l inter ession an u - ear ectures
- ri ina ate or ecia tu ents to su ita co ete a ication or a ission to t e l u er ession irst ter
- ri oo ri a ni ersit cose
- ri 16 ea ine or ina ora e a inations or . . an . . e rees to e con erre at rin on ocation. rran e ents ust e a et rou t e e istrar s ice ra uate tu ies e istration nit **at least eight working weeks before this date**
- ri 19 ea ine or su ittin a ro riate ocu entation to t e e istrar s ice ra uate tu ies e istration nit or aster s e rees to e aware at rin on ocation. is ate is crucia or eetin c oo o ra uate tu ies ea ines
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- a 11 ra e su ission ate or l inter ession an u - ear courses. ra es wi e a ai a e on ia a ro i ate one wee a ter t is ate

2010 continued

- April 11 deadline for registration or 9 session courses to be able to re-arrange and/or add in a course
- April 4 Victoria University course
- June 4 deadline for special students to submit a complete application or a petition to the Registrar's Office
- June registration see **www.convocation.utoronto.ca**
- June deadline for submitting a complete application or a petition to be re-enrolled in the 1st session. No guarantee can be given that the application will be considered or a petition to either be re-enrolled in courses or for financial support

wo a -courses w ic run or ot t e a an inter ession

ne u course w ic runs or ot t e a an inter ession

Study in Summer Session

urin eac ter o t e u er ession a - une an u - u ust stu ents e i i e to re ister **full-time** a ta e two a -courses **part-time** stu ents a ta e one a -course.

OTE tu ents enro e in t e o owin areas o stu an w o are en a e in t eir re uire erio o u -ti e stu in t e u er ession are e e t ro t e a o e

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Off-campus Distance Education

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Application Procedures

icants a contact t eir oca ie entre see istin in esarc an ie cti ities section a es 194 - 199 . ication in or ation is a ai a e at www.oise.utoronto.ca/ro.

OTE roce ures are t e sa e or a a icants see a es :- .

Course Requirements

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tu ents w o a e se ecte o -ca us sections o courses t e ea ine wi recei e written etai s a out t e site ocation an ates an ti es o c asses e ore t e e innin o t e course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

Registration

course se ction an tuition ee a ent or ee e erra constitutes o icia re istration.

Part-time, off-campus students who have already been admitted to a degree program wi e a ise to o tain a ees in oice w en a a ission con itions a e een satis ie . ease re er to re istration ateria s w ic are sent to stu ents eac ear or a ro riate ates an roce ures.

Required Period of Full-Time Study

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OTE u -ti e stu cre it is not i en or re istration in t e u er ession e ce t ort ose stu ents enro e in t e o owin areas o stu an w o are en a e in t eir re uire erio o u -ti e stu in t e u er ession

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Qualification for M.A. and M.F.H.N. Students

Students in an . . . e ree ro ra at t e ni ersit o oronto w o a e een o ere a i ssion to a . . . ro ra con itiona on co etion o t e aster s ro ra a e ua re istrants or on one session in ot e ree ro ra s un er t e o owin con itions

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ourses co ete urin t e erio o ua re istration wi e cre ite to t e aster s e ree.

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Transfer Credit

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is wi not re uce t e tota e ree ro ra ee re uire .

Continuity of Registration

Doctoral students w o a e co ete t e re uire ini u erio o u -ti e stu ut w o a e not co ete ot er re uire ents or t e e ree ust re ister annua in e te er an a t e u -ti e ee unti a e ree re uire ents a e een co ete .

NOTE e i e-ti e . . stu ents a re ust er i ssion to continue as art-ti e stu ents at t e en o t e ini u erio o u -ti e stu .

Full-time master's students once t e are ast t e ini u erio o re istration or a e e un t eir ast re uire course w ic e er co es irst ust continue to re ister on a u -ti e asis an a t e u -ti e ee unti a e ree re uire ents a e een co ete .

NOTE . . stu ents re istere in tion are e e t ro t e a o e re uire ent.

u -ti e aster s stu ents wis to c an e to art-ti e status t e c an e ust e re ueste or t e a / inter ession **before they begin their final session of the 'minimum period of registration' or before they begin their last required course**, w ic e er co es irst. t e ast re uire course is ta en in t e u er ession a c an e to art-ti e status ust a e een a e or t e re ious inter ession. tu ents wi e re uire to aintain continuous re istration an to a art-ti e ees unti a e ree re uire ents a e een co ete . c an e o status in t e u er oes not a ect a stu ents status in t e o owin a / inter ession.

Part-time master's students re ister in t ose sessions in w ic t e are co etin course re uire ents or t e e ree. nce t e a e e un t eir ast re uire course t ese stu ents ust re ister annua an a t e art-ti e ee unti a ot er re uire ents a e een co ete . ai ure to re ister as re uire wi cause a stu ent s status to a se.

Leave of Absence

ra uate stu ents w ose ro ra s re uire continuous re istration a a to t e e istrars ice ra uate tu ies e istration nit or a one-session to t ree-session ea e urin t eir ro ra o stu or

serious ea t or ersona ro e s w ic te orari a e it i ossi e to continue in t e ro ra or arenta ea e eit er arent at t e ti e o re nanc irt or a o tion an /or to ro i e u - ti e care urin t e c i s irst ear. arenta ea e ust e co ete wit in t we e ont so t e ate o irt or custo . ere ot arents are ra uate stu ents ta in ea e t e co ine tota nu er o sessions a not e cee our.

nce on ea e stu ents wi neit er e re istere nor wi t e e re uire to a ees ort is erio . n enera stu ents on ea e a not a e e an su ont e resources o t e ni ersit atten courses or e ect a ice ro t eir su er isor. s an e ce tion stu ents on ea e or arenta or serious ea t reasons w o wis to consu t wit t eir su er isor or ot er acu t are a ise to a e s ecia arran e ents t rou t eir e art ent. tu ents on ea e wi not e e i i e to recei e ni ersit o oronto e ows i s su ort. n t e case o ot er ra uate stu ent awar s t e re u ations o t e articu ar rantin a enc a .

tu ents a a e a ication or a ea e co etin t e ea e e uest or an su ittin it to t e e istrars ice. e ter ination ate o t e e ree ro ra wi e e ten e t e uration o t e ea e ta en i.e. one two ort ree sessions as a ro riate. ce t or arenta ea e or in e ce tiona circu stances it is not e ecte t at a stu ent wi e rante ore t an one ea e un er t e ter s o t is o ic . or a t e start an en o t e ea e wou coinci e wit t e start an en o a session.

ea e re uests t at o not a un er t e ter s o t is o ic wi re uire ina a ro a ro t e c oo o ra uate tu ies.

Course Changes and Course Completion

e ea ines or a in an ro in courses ort e a inter an u er sessions are iste in t e essiona ates an ea ines a es l l . tu ents s ou a s ecia attention to t ese. ter t ese ates no c an es can e a e. ou a stu ent not continue in t e course t e course itse wi re ain on t e recor transcri t wit a it rawa notation. ou a stu ent continue in t e course ut not co ete t e re uire ents or t e course it wi re ain on t e recor transcri t an a ra e o nco ete or ai ure wi e assi ne . a stu ent as inco ete or ai e courses ot ers ust ea e to u i t e e ree re uire ents.

e ea ines w ic ra es ust e su itte are a so iste in t e essiona ates an ea ines a es l - l . ese ates are an ator . e re resent t e ates on w ic t e ra es are ue in t e e istrars ice ra uate tu ies e istrat ion nit. ease note t at su icient ti e ust e a owe ort e instructor to ra e stu ents a ers in or er to co wit t ese ates. e ea ine or su ission o a ers wi t ere ore e eter ine t e instructor.

NOTES

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rou out a e ree ro ra at it is t e stu ent s res onsi i it to ensure t at t e e istrars ice ra uate tu ies e istrat ion nit is noti e

t e a ro riate ates o an c an es in courses an o an ot er re e ant in or ation concernin t eir ro ra o stu .

Additional Information from a Free Forum

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Grade Reports

ra es wi e a a i a e on ia t e tu ent e er ice at <www.rosi.utoronto.ca>. ease re er to t e essiona ates in t is *Bulletin* or urt er in or ation.

Transcripts

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ni ersit o oronto ranscri t entre oo 1 6 1 t. eor e treet oronto ntario e e one 416-978-1684 e site www.rosi.utoronto.ca

Exceptions

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

e uests or transcri ts s ou e a e to e ecor s icer e istrars ice oor treet est oo 4-4 oronto ntario 1 6 e e one 416-978-1684 O 1-8-44 -761 a 416- -9964

e uests or transcri ts ort e o owin ro ra s s ou e a e irect to t e res ecti e i ision.

School of Continuing Studies Toronto School of Theology Woodsworth College Pre-University Program

t t e ti e o rintin t is *Bulletin* t e c ar e or a transcri t is l . or eac co . is c ar e is su ect to c an e. ranscri ts wi not e issue or stu ents w o a e outstan in o i ations to t e uni ersit . ee a es an l . t er t an erio s o t e ear w en t e e an or transcri ts is es ecia ea re uests wi e rocesse wit in - l wor in a s.

Criminal Record Report

School Board Requirements

The Ontario Education two-year program is designed to ensure that all students receive a high quality education. The program is designed to ensure that all students receive a high quality education. The program is designed to ensure that all students receive a high quality education.

It is the responsibility of the school board to ensure that all students receive a high quality education. It is the responsibility of the school board to ensure that all students receive a high quality education. It is the responsibility of the school board to ensure that all students receive a high quality education.

For more information, please contact the Ontario Education Services Corporation at oesec-cseo@opsba.org or visit our website at www.oesec-cseo.org.

The Ontario College of Teachers Certification

The Ontario College of Teachers is responsible for the regulation and certification of teachers in Ontario. The College is responsible for the regulation and certification of teachers in Ontario. The College is responsible for the regulation and certification of teachers in Ontario.

For more information, please contact the Ontario College of Teachers at 416-961-8888.

Definitions

- A. Additional qualifications or educators
- F. A or research area
- F. A in research area
- SGS. C or O rate tuition
- OSI. E ositor o tu ent n or ation

Degree Requirements

Candidates must declare their choice of the art or science degree program in the application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. The student may request a transfer to a different degree program en route to the degree success as a result in a continuing program and increase in degrees.

The initial degree requirements or the degree are as follows:

1. In some degree programs a traditional degree requirements are established in the institution. The degree requirements of the student must be met. The student must complete the requirements to complete the degree. The requirements are available in the degree programs.

Option I - Coursework and Comprehensive Requirement:

Ten additional courses including science and education/degree requirements.

Option II - Research Project:

Eight additional courses including research project or a research paper.

Option III - Thesis:

Six additional courses including a thesis.

Option IV - Coursework only:

Ten additional courses.

The degree requirements at the initial program of study courses taken in the degree program unless otherwise specified in the degree program.

University students who are not required.

University students once they are admitted to the initial program of registration or a degree program may continue to register on a university basis and a degree program. The degree requirements are established in the degree program.

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

University students who wish to continue to art-titular status can be transferred to the graduate/inter session **before they begin their final session of the 'minimum period of registration' or before they begin their last required course**, whichever comes first. The degree requirements are taken in the university session and can be art-titular status. The student must be enrolled in the relevant inter session. The student will be required to maintain continuous registration and to art-titular degrees until the degree requirements are established in the degree program. The student does not affect the student's status in the university session and inter session.

Master's students receive in total the degree on a part-time basis register in those sessions in which they are completing course requirements or the degree. The degree requirements are established in the degree program. The student must register annually in the degree program until the degree requirements are established in the degree program.

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

The degree requirements or the degree must be satisfactory to complete **within six years** of first enrollment.

Candidates must apply to graduate completion and return an Application to Graduate

or obtain the degree requirements. The degree requirements are established in the degree program. The student must complete the degree requirements in the degree program. The student must complete the degree requirements in the degree program.

Summer Session completion - apply by July 15

The student will receive the degree at the graduation ceremony.

Fall Session completion - apply by October 15

The student will receive the degree in the fall. The student will receive the degree in the fall. The student will receive the degree in the fall.

Winter Session completion - apply by March 15

The student will receive the degree in the winter graduation ceremony.

Master of Arts (M.A.)

The degree is designed to provide academic and research training to the professional and educational institutions. The student will be required to complete the degree requirements in the degree program.

The degree requirements are established in the degree program. The student must complete the degree requirements in the degree program. The student must complete the degree requirements in the degree program.

The degree requirements are established in the degree program. The student must complete the degree requirements in the degree program. The student must complete the degree requirements in the degree program.

Master's students receive instruction in a variety of sessions in which they are co-enrolled in course requirements or take a full-time master's program. The master's program is a full-time program that requires a minimum of 30 credit hours.

Requirements for the master's program are as follows: **within five years** of first enrollment for students admitted to a six-semester program and **within seven years** of first enrollment for students admitted to a ten or twelve-semester program.

Master of Teaching (MEd)

The curriculum for each earning a master's degree is a two-year program. Successful completion of the requirements for students will award a master's degree and a record of achievement to the Ontario Education Council. Each student must complete a minimum of 30 credit hours of graduate-level coursework. The program is designed for students who have completed a bachelor's degree in education or a related field. The program is designed for students who have completed a bachelor's degree in education or a related field.

Admission Requirements

A candidate must be a graduate of a university in Ontario or a recognized university in Ontario **mid-B or better** in the final year.

At the discretion of the university, a candidate must complete the requirements for the program. The program is designed for students who have completed a bachelor's degree in education or a related field.

A candidate who has completed a bachelor's degree in education or a related field must have a minimum grade point average of 2.5 in the final year of the program.

The program is designed for students who have completed a bachelor's degree in education or a related field. The program is designed for students who have completed a bachelor's degree in education or a related field.

Applicants normally must

have completed a minimum of 30 credit hours of graduate-level coursework. The program is designed for students who have completed a bachelor's degree in education or a related field.

Students who have completed a bachelor's degree in education or a related field must have a minimum grade point average of 2.5 in the final year of the program.

The program is designed for students who have completed a bachelor's degree in education or a related field.

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

NOTES

1. Applicants to the program must have a minimum grade point average of 2.5 in the final year of the program. The program is designed for students who have completed a bachelor's degree in education or a related field.

The program is designed for students who have completed a bachelor's degree in education or a related field.

Admission Requirements

The program is designed for students who have completed a bachelor's degree in education or a related field. The program is designed for students who have completed a bachelor's degree in education or a related field.

Director of Education (EdN)

The program is designed for students who have completed a bachelor's degree in education or a related field. The program is designed for students who have completed a bachelor's degree in education or a related field.

Admission Requirements

A candidate must be a graduate of a university in Ontario or a recognized university in Ontario with a minimum grade point average of 2.5 in the final year of the program.

University of Toronto **Bachelor of Arts** in Master's courses. Further education and degree requirements are established in the Faculty of Arts and Science Undergraduate Calendar, 2017-18.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

Because the degree program is intended to provide a broad and liberal education, students are encouraged to take courses in a variety of disciplines, including those in the natural and physical sciences, the arts, and the social sciences.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

Successful completion of the Bachelor of Arts program is a prerequisite for admission to the Master of Arts program.

In addition to the requirements for admission to the Bachelor of Arts program, students must also complete the requirements for admission to the Master of Arts program. For more information on the requirements for admission to the Master of Arts program, please visit the website of the Faculty of Arts and Science.

+ ~~University of Toronto~~

Additional requirements for admission to the Bachelor of Arts program are outlined in the Faculty of Arts and Science Undergraduate Calendar, 2017-18.

Degree Requirements

Students must complete a minimum of 120 credit hours of coursework, including 48 credit hours of upper-level coursework. For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

NOTE Students must maintain continuous registration and a minimum GPA of 2.0 throughout their undergraduate studies.

Additional requirements for admission to the Bachelor of Arts program are outlined in the Faculty of Arts and Science Undergraduate Calendar, 2017-18.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

Successful completion of the Bachelor of Arts program is a prerequisite for admission to the Master of Arts program.

For more information on the requirements for admission to the Master of Arts program, please visit the website of the Faculty of Arts and Science.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

NOTE Students must complete a minimum of 120 credit hours of coursework, including 48 credit hours of upper-level coursework.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

For more information on the requirements for admission to the Bachelor of Arts program, please visit the website of the Faculty of Arts and Science.

Doctor of Philosophy (PhD)

Students must complete a minimum of 60 credit hours of coursework, including 24 credit hours of upper-level coursework. For more information on the requirements for admission to the Doctor of Philosophy program, please visit the website of the Faculty of Arts and Science.

... e ree are etai e in t e ni ersit o oronto School of Graduate Studies Calendar. at o ows is an e ansion o t ose re u ations as t e a t o t e ra uate e ree ro ra s at .

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Admission Requirements

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Degree Requirements

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

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Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their department's approval.

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Application Procedures

Applicants to Degree Programs

1. Application for Admission

For graduate studies a application is based on the written application to the University of Toronto. For undergraduate studies an application is submitted to the relevant faculty. Applicants are required to complete a necessary documentation and to submit it with the application.

Applications cannot be submitted online. They must be submitted in hard copy to the Registrar's Office. Graduate students should contact the Registrar's Office.

For degree applications with a process of application. For degree applications with a result in a degree in process, an application is not considered.

2. Information Applying

For an application in oration visit the Registrar's Office website www.oise.utoronto.ca/ro

For more information in oration contact the Registrar's Office. Graduate students should call 416-978-1616 or 416-978-1616. For undergraduate students call 416-978-1616. Email: ro@oise.utoronto.ca

3. Deadlines

For degree in oration a deadline is set by the Registrar's Office. www.oise.utoronto.ca/ro Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 1, 2019**, for registration in the 2020-21 academic year.

For degree applications a deadline is set by the Registrar's Office. For degree applications a deadline is set by the Registrar's Office. For degree applications a deadline is set by the Registrar's Office.

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NOTE: For degree applications a deadline is set by the Registrar's Office. For degree applications a deadline is set by the Registrar's Office.

4. Non-refundable Application Fee Plus Non-refundable Supplementary Fee

For degree applications a fee is set by the Registrar's Office. For degree applications a fee is set by the Registrar's Office.

For degree applications a fee is set by the Registrar's Office. For degree applications a fee is set by the Registrar's Office.

NOTE: For degree applications a fee is set by the Registrar's Office. For degree applications a fee is set by the Registrar's Office.

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Application Procedures

Applicants are advised to identify accurately the areas with which they are interested in working. The intent of a statement of intent can vary but generally it should be relevant to work.

When preparing a statement of intent for a position, applicants should identify sections within a statement of intent that are specifically a target or directly related to the role.

e) Sample of „Written„ or>

For a role that requires a written or oral presentation in the recruitment process, the relevant section should be included in the application.

Sample of written work should not be a copy of a student's work from university or college. The work should be original and not a copy of work done for another course. The work should be relevant to the role and not a general statement of interest.

f) Special Notes for Applicants to the Child Study and Education 2-year Program and the Master of Teaching in Elementary and Secondary Education Program

Canadian Birth Certificate Certificate of Change of Name

Applicants to the Child Study and Education 2-year Program and the Master of Teaching in Elementary and Secondary Education Program are advised that a Canadian Birth Certificate or in the case of a person who was not born in Canada, a document showing the acquisition of Canadian citizenship is not required at the time of application or admission. However, it is a requirement to submit a Canadian Birth Certificate or a document showing the acquisition of Canadian citizenship at the time of application or admission.

School Board Requirements

Applicants to the Child Study and Education 2-year Program and the Master of Teaching in Elementary and Secondary Education Program are advised that a criminal record check is not required at the time of application or admission. However, it is a requirement to submit a criminal record check prior to a direct contact with students.

For those roles that require successful completion of practice teaching in schools, candidates should be prepared to complete a statement of intent that is not a general statement of interest but a statement of intent that is directly related to the role.

It is important to clearly indicate the results in the issuance of a statement of intent that the successful candidate will not only be able to teach but also to participate in practice teaching.

Questions regarding this process should be directed to the Ontario Education Services Corporation

via oesc-cseo@opsba.org

or visit www.oesc-cseo.org

The Ontario College of Teachers Certification

The Ontario College of Teachers is responsible for the regulation of the teaching profession in the province. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession. The Ontario College of Teachers is a self-governing body that is responsible for the regulation of the teaching profession. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession. The Ontario College of Teachers is a self-governing body that is responsible for the regulation of the teaching profession. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession.

The Ontario College of Teachers

Phone 416-961-8888

Non-English Language Facility

For those roles that require a non-English language facility, it is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession. The Ontario College of Teachers is a self-governing body that is responsible for the regulation of the teaching profession. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession.

Applicants are strongly encouraged to submit a statement of intent that is not a general statement of interest but a statement of intent that is directly related to the role. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession. The Ontario College of Teachers is a self-governing body that is responsible for the regulation of the teaching profession. It is important to note that the Ontario College of Teachers is not a government agency and does not have the authority to regulate the teaching profession.

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Test of English as a Foreign Language (TOEFL)

see one 1-877-836-46
 - ai toe fets.or
 e site www.toefl.org

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International English Language Testing System (IELTS)

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 - ai ielts.ucsf.edu
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The Certificate of Proficiency in English (COPE)

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 - ai in o co etest.co
 e site www.copetest.com

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The University of Toronto School of Continuing Studies English Language Program Academic Preparation Course (Level V0 - Advanced)

ee one 416-978-14
 - ai learn.utoronto.ca
 e site www.learn.utoronto.ca

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Graduate Assistantships

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For more information on Graduate Assistantships contact:

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 e site www.oise.utoronto.ca/student-services

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Proceeding to Doctoral Degrees

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9N Referrals

Referral of Admission

For a referral of admission is a condition of the enrollment process. The student must be a resident of the province of Ontario and must be at least 17 years of age at the time of admission. The student must be a resident of the province of Ontario and must be at least 17 years of age at the time of admission.

Exceptional Circumstances

Students may be granted admission on an exceptional basis if they have been previously enrolled in a program of study in Ontario and have been absent from school for a period of 90 days or more. The student must provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Students who are referred for admission to a program of study in Ontario must be at least 17 years of age at the time of admission. The student must also provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

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Return to the Inter Session

Students who are referred for admission to a program of study in Ontario must be at least 17 years of age at the time of admission. The student must also provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

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Special Student Applicants

Special student applicants are those who have been previously enrolled in a program of study in Ontario and have been absent from school for a period of 90 days or more. The student must provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Special student applicants are those who have been previously enrolled in a program of study in Ontario and have been absent from school for a period of 90 days or more. The student must provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Full-Time Study

Students who are referred for admission to a program of study in Ontario must be at least 17 years of age at the time of admission. The student must also provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Part-Time Study

Students who are referred for admission to a program of study in Ontario must be at least 17 years of age at the time of admission. The student must also provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Students who are referred for admission to a program of study in Ontario must be at least 17 years of age at the time of admission. The student must also provide evidence of exceptional circumstances, such as illness, family relocation, or other significant events. The student must also provide evidence of academic achievement and must be at least 17 years of age at the time of admission.

Graduate Programs, Department

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Summary of departments Programs and Fields

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Adult Education and Counseling Psychology

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Collaborative Programs

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Individual Reading and Research Courses

Individual reading and research courses can be arranged between a student and a faculty member with expertise in a particular area of the student's interest not covered in the regular course offerings. An individual reading and research course is an alternative arrangement created by the student and a faculty member. The course description and rationale are submitted to the department and the instructor. The student's role is to read and research the assigned material and to write a paper or report on the results of the research. The student's role is to read and research the assigned material and to write a paper or report on the results of the research.

Students should note the guidelines which are listed in the department's website. See the department's website for more information.

Special Topics Courses

Special topics courses are offered in areas not addressed in the regular course offerings.

urstow oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
ro essor

aco e oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
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J. Gary Knowles, Ph.D. (Utah)
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Marilyn Laiken, Ph.D. (Toronto)
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David W. Livingstone, Ph.D. (Johns Hopkins)
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Angela Miles, Ph.D. (Toronto)

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Roxana Ng, Ph.D. (Toronto)

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Jack Quarter, Ph.D. (Toronto)

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Assistant Professor



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Daniel Schugurensky, Ph.D. (Alberta)

Associate Professor



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Associated Instructors

Diane Abbey-Livingston, M.Ed. (Toronto)

Consultant for anti-racism training and assessment in
educational settings and consultation processes.
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Field Placement Supervisors

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Kenneth J. Tucker, Ph.D. (Toronto)

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Initial Teacher Education Program

Business Studies

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Technological Studies

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Larry Maloney, M.Ed.

Lecturer

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Professors Emeriti

David J. ...

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Initial Teacher Education Program

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Initial Teacher Education Program for Business Studies

Laura Pinto

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Initial Teacher Education Program for Technological Studies

Sara McKittrick

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Collaborative Graduate Programs

Comparative International and Development Education

Program Co-directors

Jaren J. ... ut ucation an ounse in s c o o

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Contact

Website: sidebise.utoronto.ca

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Participating AE Faculty

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Master of Arts (MA) : Master of Education (MEd)

Admission Requirements

Students interested in applying to the MA or MEd programs must have completed at least one of the following courses:

The applicant will indicate on the application form the relevant arts or education courses that they are taking or plan to take in order to complete the MA or MEd program.

Relevant work experience in a field related to the MA or MEd program is also considered. Applicants should provide a list of relevant work experience on the application form.

Students who are currently enrolled in a program at the University of Toronto or who have completed a program at the University of Toronto may be eligible for admission to the MA or MEd program.

The MA or MEd program is designed for students who have completed a bachelor's degree in a related field. The program provides a strong foundation in research and critical thinking skills.

Students who are currently enrolled in a program at the University of Toronto or who have completed a program at the University of Toronto may be eligible for admission to the MA or MEd program.

Program Requirements

Students must complete 11 courses, including the following required courses: <http://aecp.bise.utoronto.ca/aecp/programs/collaborative/lsch.html>

Doctor of Philosophy (PhD)

Admission Requirements

Students interested in applying to the PhD program must have completed at least one of the following courses:

The applicant will indicate on the application form the relevant arts or education courses that they are taking or plan to take in order to complete the PhD program.

Relevant work experience in a field related to the PhD program is also considered. Applicants should provide a list of relevant work experience on the application form.

Students who are currently enrolled in a program at the University of Toronto or who have completed a program at the University of Toronto may be eligible for admission to the PhD program.

The PhD program is designed for students who have completed a master's degree in a related field. The program provides a strong foundation in research and critical thinking skills.

Students who are currently enrolled in a program at the University of Toronto or who have completed a program at the University of Toronto may be eligible for admission to the PhD program.

Program Requirements

Students must complete 9 courses, including the following required courses: <http://aecp.bise.utoronto.ca/aecp/programs/collaborative/lsch.html>

Courses

F 11 I Master's Seminar in Workplace Learning and Social Change

This course will introduce students to the central and international debates in the field. Students will explore the historical development of the notion of workplace learning and its relationship to the social sciences. The course will expose students to theories of workplace learning and social change as well as practice and policy in the area.

F 9 I Doctoral Seminar in Workplace Learning and Social Change

This course will allow students to engage in advanced learning and research on the central and international debates in the field. Students will explore the analytical conceptual frameworks in the areas of the historical development of the notion of workplace learning and its relationship to the social sciences. 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.

Other University of Toronto Collaborative Graduate Programs

The department of Adult Education and Counselling Psychology at the University of Toronto is pleased to offer the following collaborative programs:

Original Health

The aim of the original health program is to provide training in original health research and practice with an emphasis on the relationships between original health and community. The program is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Addiction Studies

The purpose of the original health program is to provide training in the utilization of research and practice in the area of addiction and the use of a collaborative approach to the study of addiction. The program is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Anti-Fatigue and Supportive Care Across the Life Course

This program is for students who are interested in the field of aging and the use of research and practice in the area of aging. The program is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Community Development

The program in community development is a collaborative program between the Department of Adult Education and Counselling Psychology and the Department of Social Work at the University of Toronto. The program is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Participatory Action Research

The program in Participatory Action Research is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Courses (from page 1)

- 1100 Unit: Introduction to Community Development
- 1104 Unit: Community Development and Research
- 1109 Unit: Community Development and Research
- 1110 Unit: Community Development and Research
- 1111 Unit: Community Development and Research
- 1112 Unit: Community Development and Research

The contact person for this program is:

Marie Curran, Department of Adult Education and Counselling Psychology, University of Toronto, 416-978-2611, marie.curran@utoronto.ca

Dynamics of Global Change

The program in Dynamics of Global Change is a collaborative program between the Department of Adult Education and Counselling Psychology and the Department of Social Work at the University of Toronto. The program is available in the following areas: *Bulletin* and the *School of Graduate Studies Calendar*.

Department Contact after admission to the Adult Education and Community Development Program

Phone: (416) 978-2611
 E-mail: university@utoronto.ca
 Website: www.utoronto.ca/cis/c
 Telephone: 416-946-8900 (toll-free)

Environmental Studies

offers in cooperation with the University of Toronto Centre for Environmental and Occupational Health in Environmental Studies. This program is offered with in-depth training in the environmental arts and sciences. For more information on the program, contact the Environmental Studies Office at the University of Toronto. For more information, contact the Environmental Studies Office at the University of Toronto. For more information, contact the Environmental Studies Office at the University of Toronto.

The contact person in the Adult Education and Counselling Psychology Department is:

Denise Turner
denise.turner@utoronto.ca

Sexual Diversity Studies

The program in Sexual Diversity Studies is an interdisciplinary program that brings together students from various disciplines to explore issues related to sexual diversity. The program is designed to provide students with a comprehensive understanding of the social, cultural, and psychological aspects of sexual diversity. The program is offered through the Department of Psychology and the Centre for Sexual Diversity Studies. For more information, contact the Sexual Diversity Studies Office at the University of Toronto. For more information, contact the Sexual Diversity Studies Office at the University of Toronto. For more information, contact the Sexual Diversity Studies Office at the University of Toronto.

Department Contact (after admission to the Counselling Psychology program):

Denise Turner
denise.turner@utoronto.ca
Website: www.utoronto.ca/sexualdiversity
- also see www.utoronto.ca
Phone: 416-978-6766 (toll-free)
Fax: 416-971-7777

Women and Gender Studies (WGS)

The program in Women and Gender Studies is an interdisciplinary program that explores the social, cultural, and psychological aspects of women and gender. The program is designed to provide students with a comprehensive understanding of the issues related to women and gender. The program is offered through the Department of Psychology and the Centre for Women and Gender Studies. For more information, contact the Women and Gender Studies Office at the University of Toronto. For more information, contact the Women and Gender Studies Office at the University of Toronto. For more information, contact the Women and Gender Studies Office at the University of Toronto.

Adult Education and Community Development Program

The education and training program is designed to provide students with the knowledge and skills necessary to work in a variety of roles in the community development sector. The program is designed to be flexible and to accommodate students with various backgrounds and needs. The program is designed to be flexible and to accommodate students with various backgrounds and needs.

The program is designed to be flexible and to accommodate students with various backgrounds and needs. The program is designed to be flexible and to accommodate students with various backgrounds and needs.

For more information, please contact the program coordinator at (416) 977-1616.

General Information

For application information and forms, visit the program website at www.utoronto.ca/ae.

For more information, please contact the program coordinator at (416) 977-1616.

For information about registration contact

Christine Unsworth, Registrar
 (416) 977-1616
cunsworth@utoronto.ca

Admission

The admission process for the program is designed to be flexible and to accommodate students with various backgrounds and needs.

For more information, please contact the program coordinator at (416) 977-1616.

Applicants should submit a letter of intent in which we outline our reasons for pursuing the program. The letter should be no more than two pages and should be submitted to the program coordinator. If you have international interests, please make this clear.

The program is designed to be flexible and to accommodate students with various backgrounds and needs.

For more information, please contact the program coordinator at (416) 977-1616.

Research

Master of Education

For more information, please contact the program coordinator at (416) 977-1616.

The program is designed to be flexible and to accommodate students with various backgrounds and needs.

The program is designed to be flexible and to accommodate students with various backgrounds and needs.

Further information about the Master of Education and Career Research area is available from:

Iran Kiran, Registrar
 (416) 977-1616
ikiran@utoronto.ca

Master of Arts

For more information, please contact the program coordinator at (416) 977-1616.

The program is designed to be flexible and to accommodate students with various backgrounds and needs.

main courses at the level of the university. Our students are required to complete the unit of the course. The courses are designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

Doctor of Philosophy

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The second unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

The third unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

Course Groupings

The fourth unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

Asian Indian Education

The fifth unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

The sixth unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

Community International and Transformative Learning

The seventh unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

Creative Inquiry and Adult Learning

The eighth unit of the course is designed to be self-study units. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course. The students are required to complete the unit of the course.

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Centres

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- ▮ Comparative International and Development Education Centre
- ▮ Transformative Learning Centre

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- ▮ Centre for Integrated Anti-racism Studies
- ▮ Centre for the Study of Education and >
- ▮ Centre for Women's Studies in Education

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Centre for Arts-Informed Research (AI)

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2) Adult Education and Sustaina ility evelopment

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Professional Certificate Programs

Certificate in Adult Training and evelopment

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For further information and/or to register contact:

- ai a u ttrainin oise.utoronto.ca e e one 416-978-819 a 416-9 6-4719 e site <http://aecp.oise.utoronto.ca/cert/adult-training.html>

Certificates in Leadership Coaching

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For information regarding admissions and schedule contact:

- ai in o a er.ca.

Courses

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AE-1100 Introduction to Adult Education

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AE-1101 Program Planning and Evaluations in Adult Education

This course introduces students to basic principles and processes of program planning and evaluation and how to apply them to adult education contexts. Relevant literatures and cases will be available to illustrate different approaches to planning and evaluation.

AE-1102 Community Development Innovative Models

This course introduces students to innovative models of community development in such areas as housing, childcare, health care, income, mental health services, social services, provision and education as well as socio-economic development. There is a combination of case studies, international perspectives on alternative models and critical social analysis of what there is a need for community development and its significance. The community development strategies utilized in the course are based primarily on non-profit organizations.

AE-110 Introduction to Research Methods in Adult Education

Critical evaluation of the research process, qualitative and quantitative research approaches will be explored as an introduction to the research process. Students will be expected to analyze research perspectives through conversational interviews, reading and class discussions. Students will be invited to conceptualize their own research project. Attention will be given to describing an experience in social and cultural research and critical applications of research work as well as an experience in working with research and the research process.

AE-110 Community Education and Organizing

This course introduces students to a variety of perspectives in critical and community education as they relate to development and social change. The issues in theory and practice will be available through classic writing in our education community organizing and social anti-racist anti-colonial indigenous education/organizing.

AE-110 Developing and Leading High Performing Teams Theory and Practice

This course evaluates the application of strategies for an effective team to achieve organizational goals. Theories and issues surrounding performance, assessment, utilization, evaluation, team process consultation. Theories and opportunities available to evaluate theoretical and experiential development of a team as it works on projects interpersonally and collectively. The course will be an opportunity to evaluate the effectiveness of the team to inter-

vene and success are essential to team effectiveness. This course is articulated relevant to current workplace settings and a project team to initiate new organizational structures.

The course is designed to meet with a weekly academic session in order to facilitate the conceptualization and the application of theory to actual team development.

AE-110 Adult Learning

Through a series of various or socio-cultural and experiential learning and discussion this course presents opportunities for individual and group learning and development. The course is designed to provide an overview of the learning process and the role of the adult learner. The course is designed to provide an overview of the learning process and the role of the adult learner.

AE-110 Approaches to Teaching Adults

Theoretical and experiential student adult learning processes and methods of teaching and learning can be used in various settings to enhance the development of learning processes. Students will be able to understand institutional and social structures in the adult learning environment and the role of the teacher and the experience and analysis of the teaching/learning process.

AE-111 Gender and Hierarchy at Work

This course will focus on gender roles in the workplace. The course will explore the roles and expectations of men and women in the workplace. The course will explore the roles and expectations of men and women in the workplace. The course will explore the roles and expectations of men and women in the workplace.

AE-111 Comparative and International Perspectives in Adult Education

The role of adult learning in different societies will be the focus of this course. The course will explore the role of adult learning in different societies. The course will explore the role of adult learning in different societies. The course will explore the role of adult learning in different societies.

AE-111 Consulting Skills for Adult Educators

The objectives of this course are to provide the student with the theoretical and practical skills necessary to consult with individuals, groups, and organizations. The course will explore the role of the adult educator in the workplace. The course will explore the role of the adult educator in the workplace.

AE/II 0 Critical Perspectives on Organizational Theory, Development and Practice

critical approaches to organizations focus on how work can be an effective experience for those who work in organizations. This course students will have the opportunity to evaluate organizational power and influence in a variety of organizational settings companies factories schools community organizations etc. We will explore the use of restructuring these organizations such as downsizing outsourcing continuing to exist in the face of economic crises of recent trends which are also being used in organizational learning and reengineering.

AE/II 2 Individual Learning and Research in Adult Education Master's level

educational innovation and the direction of adult education to focus on articles of interest to the student that are not included in the standard courses. It is created in order to address the role of the student as a cocreator to success. Theories are a guide to the development. This course can also be seen as a self-reflective practice in adult education and/or community development in an area setting. The course will include reflection research and writing on issues raised in practice.

AE/II V Power and Influence in the Workplace

This course will offer a critical analysis of the power in sustaining inequalities in the workplace. It will look at the sources of power its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a utility function and not as an end in itself. We will look at the ways in which the unionization of workers has to do with the interests of certain groups of people. The course also will see a narrative approach as a way of establishing an alternative workplace.

AE/II VO Introduction to Transformative Learning Studies

This is the foundation course for transformative learning studies. It is designed to introduce students to a range of alternative perspectives. The concept of a worldview or perspective will be examined through a critical analysis of various perspectives. Issues of self/other/entirement/unlearning/unlearning and rights and social justice perspectives are considered. A critical understanding of social power relations will be identified in the areas of gender class and race/nationality. The topics are a way of understanding the implications of learning in a holistic education perspective.

AE/II 0 Practitioners Experienced] no led e

course for experienced practitioners to earn to run out are an alternative experience now we do their practice. Students are encouraged to identify their learning styles to identify theories and their personal ideas. This now we discuss are an alternative in creating roles -so in roles.

AE/II I Foundations of Adult Education in Canada

This course is designed to provide an interdisciplinary approach to the analysis of adult education in Canada. This is an understanding in the influences of policies programs and institutions that affect the adult education unit in respect to adult education. Note the various sources will be reported to the organization on adult education. Adult education is a shared responsibility of the sector. The content of this course will include the adult education work of the historical / political relevant to adult education and adult education and learning. Treaties were signed between first nations and the federal government of Canada. These treaties or the postwar period are not seen as a source of honor. In this course we shall discuss the ways in which to re-examine this situation as we focus on specific issues relevant to adult education.

AE/II Creativity and Wellness Learning to Thrive

Theoretical perspectives on the development of a sense of self actors contribute to resilience and a narrative and a different approach to coping with stresses will be examined. Creative strategies for continuing a sense of well-being to work with personal growth issues will be explored.

AE/II Ecological Identity and Reflexive Inquiry

This course is intended to initiate explorations of practitioner and ecological identity. It is directed to a wide range of practitioners in the workplace in environmental education work and in the workplace to address a range of environmental and environmental responsibilities in a range of professional practices. The course is written intensively. We will be in a unique role in the process of identifying and inquiring into the activities are directed towards explorations of relevant personal historical experiences and learning outcomes especially on the face of experiences in the natural ecological and environmental contexts - and the role of the sensitive - in the orientations to practitioners work. The curriculum content will be a range of environmental issues as they pertain to the ecological as well as the role of the ecological practice is effective.

AE-11 0. A, ori, inal, orld, ie s. Implications for Education

This course provides an overview of the implications for education of the current research on the role of the adult learner in the workplace. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11 1. Embodied learning and the Golem

This course explores the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11 2. Teaching in the nonprofit and Public Sector Organizations

This course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11 Aster's Thesis Seminar

This seminar is designed to provide students with the opportunity to work with a faculty member on their thesis. The seminar will provide students with the opportunity to work with a faculty member on their thesis. The seminar will provide students with the opportunity to work with a faculty member on their thesis.

AE-11. A, ori, inal] no led, e. Implications for Education

This course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11 Leadership in Organizations: A New Perspective

This course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11 V. Perspectives On Organizational Change

This course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program. The course will also explore the implications of the current research on the role of the adult learner in the workplace for the design of the workplace training program.

AE-11: Alternative Ways of Researching Aging and Health

This course is intended to provide students with the opportunity to work with a faculty member on their thesis. The course is intended to provide students with the opportunity to work with a faculty member on their thesis. The course is intended to provide students with the opportunity to work with a faculty member on their thesis.

AE-11 Understanding Research Traditions [

This course introduces the instructor to the various traditions of social research relevant to adult education. The courses and courses that are the focus of research questions as well as answers. The relevant areas of research are relevant to the assumptions that the social sciences use to make conclusions. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-119 Workplace Literacies: Theory, Policy and Practice

This course examines current issues and recent directions in workplace literacy in the 21st century. It focuses on the role of literacy in the workplace and the role of the workplace in literacy. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-1.00 Special Topics in Adult Education and Counselling Psychology

This course will explore a variety of topics in adult education and counselling psychology. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-1.0 Introduction to Qualitative Research (Part I) [

This course introduces various theoretical approaches to qualitative research and the role of the researcher in the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

a concrete piece of research and the role of the researcher in the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-1.0V Introduction to Qualitative Research (Part II) [

This course continues the exploration of qualitative research methods and the role of the researcher in the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-1.0 Narrative as a Vehicle for Personal Change

This course is designed for students who wish to explore the role of narrative in the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE-1.0 Working with Survivors of Trauma

This course explores the nature of trauma and the role of the researcher in the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process. The course will use an experiential approach to the research process.

AE/ I. 09. Creative Empowerment, or with the disenfranchised

This course will be of interest to a wide range of practitioners including activists, educators and counsellors. The content in which it is offered is a work increasing the voice of the disenfranchised. The intent is to educate practitioners and a wider understanding of the situations in question and economic and social realities and activists. The specific situations focus on are psychiatric survivors who are often excluded from the mainstream of education and workers. Learners will learn how to use strategic activism with articulation of issues on how to organize to fight the situations and events in question. An action plan in the analysis is used to resist the work with these situations. A case study or scenario on inclusion of theatre in the theatre of the oppressed and the role of education is included. The focus is on the anti-racist and the transnational justice and social action in the anarchist and the issues of nonviolent resistance. The cases of between lectures student presentations and the analysis of the case studies and exercises and student presentations.

AE/ I02. Doctoral Thesis Course in Adult Education (Fast Track)

This course is designed for doctoral students who are interested in research in the field of adult education. The course is structured to provide a comprehensive overview of the field and to support the student in the development of their thesis.

AE/ I0. Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable economic and social issues and the role of education in addressing these issues. The course will address the tensions in the current world and the role of education in addressing these issues. The course will also address the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I0. Political Economy of Adult Education in Global Perspectives

This course will examine the role of education in the current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice. The course will also address the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I1. Adult Education and Public Policy

This course will offer a critical review of the current role of education in the current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I19. Global Perspectives on Feminist Community Development and Community Transformation

This course provides an opportunity for students to study the role of education in the current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I2V. Transformative Education and the Global Community: Creativity and Social Change

This course considers the conditions of learning in our current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I1. Special Topics in Adult Education

This course will address the role of education in the current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I2. Special Topics in Women in Development and Community Transformation

This is a course that will address the role of education in the current world and the role of education in addressing the issues of social justice and the role of education in addressing the issues of social justice.

AE/ I Special Topics in Aboriginal Community Learning: Current Issues and Practices

This course will explore once a year a visiting originator/trainer/teacher or community leader. Academic visitor will be an article area of interest and experience to develop a course dealing with current issues of originator/unit development/transition.

NOTE: Course descriptions will be available on the website and experience of the instructor.

AE/ I Social Theories and Adult Education

This seminar examines adult education practices/practices in the field of social/cultural reproduction as well as theories of social change. The role of students with an opportunity to critically analyze and discuss theories and their own assumptions. The role of the seminar is to assist students with development of theoretical framework for their thesis. The students will be asked to take an active role in relating social theories to their research proposals.

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

This course examines how gender/race/identity and class relations and identities are being re-constructed in contemporary societies through new or so-called digital technologies in the era of globalization and new technologies. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

AE/ I.2 Individual Learning and Research in Adult Education: Doctoral level

This course is a continuation of the research of a student. The role of the instructor is to provide support and guidance to the student in their research. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

AE/ I.0 Perspectives on Qualitative Research: Part I

This course will provide opportunities to explore a variety of qualitative research methods and issues associated with each. The course is designed to facilitate the learning/exploration and conduct of doctoral research. For doctoral students only.

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AE/ I.1 Perspectives on Qualitative Research: Part II

This course is a continuation of the previous part of the course. It will explore a variety of qualitative research methods and issues associated with each. The course is designed to facilitate the learning/exploration and conduct of doctoral research. For doctoral students only.

Prerequisite: 117

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AE/ I. Effecting Change: Creating Wellness

This course will explore the role of the individual in creating wellness. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

Prerequisite: 117 or permission of instructor.

AE/ I.V Sense of Place in Professional and Cultural Contexts

This course is intended to help students recognize the importance of place in professional and cultural contexts. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

This course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

NOTE: This course is intended as an extension and expansion of 117. Permission of instructor is required.

AE/ I. Arts-Informed Perspectives in Educational Research

This course is intended for students or those interested in using research or representation of the arts in a variety of research projects. Arts-informed educational research is an emerging field in the human sciences and is an important area of research. The course will explore the intersections of race, class, gender, and technology in contemporary society. The course will explore the intersections of race, class, gender, and technology in contemporary society.

iterary research, screen analysis and error analysis in educational research. Students will be expected to conduct an exploratory or initial research project using arts-informed methods.



AE/ I. 9. Technology and the Knowledge Economy

This course will focus on the ways in which technological structures and processes within the contemporary world towards the new economic development and the nature of the new economic position of new workers and the tensions between new workers and technology. This will allow us to assess the impact of technology on the new economic world with a focus on the relationship to issues such as the digitalization of internet services and educational technologies transnational and characteristics. Throughout the course we will study the racial and gender nature of technology and new workers.

AE/ I. 10. Global Governance and Educational Change: the Politics of International Cooperation in Education

This course focuses on the international actors and networks in a global educational context and the role of education in the development of a global economy. This course reviews various theoretical approaches to the study of international relations in the field of education considers recent efforts to study the globalization of education and the role of education in the development of a global economy. This course includes education in the global context and the role of education in the development of a global economy. This course includes education in the global context and the role of education in the development of a global economy.

Prerequisite: 111

AE/ I. 11. Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a survey of feminist and post-structuralist approaches to the study of education. It will explore the relationship between critical and post-structuralist approaches to issues of power, identity, and social change. It will also explore the role of education in the development of a global economy. This course includes education in the global context and the role of education in the development of a global economy.

to education and activism in other social contexts i.e. indigenous anti-colonialism, anti-racist anti-colonialism, anti-racism, etc. are welcome to do so in their course papers.

AE/ I. 12. Citizenship, Learning and Participatory Democracy

This seminar focuses on the connections between the concepts of citizenship, learning and participatory democracy. It starts with a theoretical and practical analysis of the concepts of citizenship and participatory democracy and the relationship between them. It then explores the role of education in the development of a global economy. This course includes education in the global context and the role of education in the development of a global economy.

AE/ I. 13. Applied Social and Organizational Relationships in Education

This course teaches institutional and organizational relationships in education. It explores the role of education in the development of a global economy. This course includes education in the global context and the role of education in the development of a global economy.

Prerequisite: at least one research methods course at the masters level or instructor's permission.

Counselling Psychology Program

The counselling psychology program is designed to provide a critical and scholarly education in counselling and to train counsellors and school counsellors in the general area of school counselling services. The program in counselling psychology is a two-year program that provides a solid foundation in counselling practice and counselling services through a combination of theoretical and practical experiences in the field.

The counselling psychology program offers a solid foundation in counselling and to train counsellors and school counsellors in the general area of school counselling services.

Counselling psychology or school counselling services

 Counselling psychology or school counselling services
 educational settings
 Guidance and counselling in

Candidates should consider each field in relation to their individual criteria and their own areas of interest. General information and an application form are available at the following website.

Details on the counselling psychology program and the counselling psychology program are contained in the brochure **Guidelines for the Counselling Psychology Program**. The guidelines are available online at <http://aecp.oise.utoronto.ca/cp/students/index.html>

The counselling psychology program is a two-year program that provides a solid foundation in counselling practice and counselling services through a combination of theoretical and practical experiences in the field.

General Information

For application information and forms visit the website aecp.oise.utoronto.ca

For more information or a consultation in our office contact the graduate admissions unit 4-4866 ext. 416-978-1666
 - email ra.stu@oise.utoronto.ca

For information and registration contact

Christine Underwood
 Registrar
 Graduate Studies Registration Unit 4-4866 ext. 416-978-1666
 - email ra.cun@oise.utoronto.ca

Academic Information

For specific information see our website at <http://aecp.oise.utoronto.ca/cp/index.html>

Admission Requirements

In addition to the minimum requirements described earlier in this publication, the following are the nature and content of the program. These will be outlined in the descriptions of the program. Candidates should always consult the minimum admission and the requirements section pages 1-7 as well as the specific requirements of the program. The program is of great interest. The scores are not required for admission to the program in counselling psychology.

The minimum requirements for admission to the program are the same as for the other programs in the Faculty of Education at the University of Toronto. The minimum requirements for admission to the program are the same as for the other programs in the Faculty of Education at the University of Toronto. The minimum requirements for admission to the program are the same as for the other programs in the Faculty of Education at the University of Toronto.

Counselling and Psychoeducational Clinic

Co-director will be
 The clinic is a teaching and research unit that provides a range of training opportunities for students to work in the area of counselling and psychoeducation. The clinic is a teaching and research unit that provides a range of training opportunities for students to work in the area of counselling and psychoeducation. The clinic is a teaching and research unit that provides a range of training opportunities for students to work in the area of counselling and psychoeducation.

The Role of Psychologists of Ontario and Preparation for Professional Practice

Students will be encouraged to participate in professional practice in school settings. The program is designed to provide a solid foundation in counselling practice and counselling services through a combination of theoretical and practical experiences in the field.

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

Registrar
 Ontario Psychologists Association

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Counselling Psychology for Community and Educational Settings

Master of Education

enrich your life. It is the opportunity to earn a degree in a social or applied work setting. Students will be encouraged to elect their courses and practical experiences to suit their own goals.

Graduates will be able to work in a variety of settings including community, social, and applied work settings. Graduates will be able to work in a variety of settings including community, social, and applied work settings. Graduates will be able to work in a variety of settings including community, social, and applied work settings.

Admission Requirements

Applicants must have completed a minimum of two years of post-secondary education in a relevant field. Applicants must have completed a minimum of two years of post-secondary education in a relevant field.

Degree Requirements

Students must complete a minimum of 120 credit hours. Students must complete a minimum of 120 credit hours. Students must complete a minimum of 120 credit hours.

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Fracticum and Internship

Students must complete a minimum of 120 credit hours. Students must complete a minimum of 120 credit hours. Students must complete a minimum of 120 credit hours.

arrange to meet with the advisor in consultation with the advisor or interns in an office. Students should contact the advisor as early as possible. If the advisor is not available, students should contact the advisor's office. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone.

Thesis

Students must complete an oral presentation of a thesis. The content of the thesis must be relevant to the field of study. The thesis must be written in a clear and concise manner. The thesis must be written in a clear and concise manner. The thesis must be written in a clear and concise manner.

Guidance and Counselling

Master of Education

The purpose of this program is to provide students with the knowledge and skills necessary to become effective educators. The program is designed to provide students with the knowledge and skills necessary to become effective educators. The program is designed to provide students with the knowledge and skills necessary to become effective educators.

Ontario 416-961-4100
 Toronto 416-961-4100
 Ottawa 1-800-461-4100
 Website: www.oct.ca

Students interested in counseling should contact the advisor. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone.

Admission Requirements

Students must have completed the required courses. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone.

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Students interested in graduate training should contact the advisor. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone.

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the university and the college. The certificate is a collaborative program between the university and the college. The certificate is a collaborative program between the university and the college.

Students who complete the certificate will earn a certificate. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone. The advisor will be available to meet with students in person or by phone.

The certificate is for individuals who want to attain a high level of competence in cognitive behavioral therapy. The certificate is for individuals who want to attain a high level of competence in cognitive behavioral therapy. The certificate is for individuals who want to attain a high level of competence in cognitive behavioral therapy.

For further information contact

Advisor: [Name]
 Phone: [Number]
 Email: [Address]
 Website: www.hincksdellcrest.org/gai-cit/index.html

Courses

The following list demonstrates the range of courses offered in the counselling school program. Not all of the courses listed are offered in any given year. Some courses in the school program are offered in alternate years. Students should consult the program website for the most current information on the availability of courses.

AE-1202 Personality Theories in Counselling

This course provides an overview of the major theoretical approaches to personality and their application to counselling practice. The course will introduce students to the major theories of personality and their implications for counselling practice. The course will also explore the role of personality in the development of mental health problems and the implications for assessment and intervention.

AE-120 Fracticum I. Interventions in Counselling Psychology

This course is intended to provide students with a basic understanding of the various assessment and intervention techniques used in counselling. The course will cover the theoretical foundations of assessment and intervention, as well as the practical application of these techniques in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

The course will cover the theoretical foundations of assessment and intervention, as well as the practical application of these techniques in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

Students will be required to complete a series of assignments and a final project. The assignments will focus on the theoretical foundations of assessment and intervention, as well as the practical application of these techniques in the counselling setting.

The final project will require students to apply the theoretical foundations of assessment and intervention to a specific case study. The project will also require students to evaluate the effectiveness of the intervention techniques used in the case study.

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OTE: Counselling practice is a dynamic process that requires the counsellor to be flexible and responsive to the needs of the client. The course will explore the role of the counsellor in the assessment and intervention process.

Prerequisite: This course is intended for students who have completed the introductory counselling courses. The course will also require students to have a minimum grade point average of 2.0.

AE-120 Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research in the field of sexual orientation and gender identity diversity. The course will explore the theoretical foundations of sexual orientation and gender identity diversity, as well as the practical application of these concepts in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

AE-121. Critical Multicultural Practice Diversity Issues in Counselling

This course is designed to introduce students to the role of diversity in the counselling process. The course will explore the theoretical foundations of multicultural practice, as well as the practical application of these concepts in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

The course will cover the theoretical foundations of multicultural practice, as well as the practical application of these concepts in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

Prerequisite and/or co-requisite: This course is intended for students who have completed the introductory counselling courses.

AE-1219 Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. The course will explore the theoretical foundations of ethical practice, as well as the practical application of these concepts in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

OTE: The course will explore the role of the counsellor in the assessment and intervention process.

AE-122 Individual and Group Psychotherapy Family and Couples Counselling

This course will explore the theoretical foundations of individual and group psychotherapy, as well as the practical application of these concepts in the counselling setting. The course will also explore the role of the counsellor in the assessment and intervention process.

AE-1229 Individual and Group Psychotherapy for Counselling

This course will evaluate a number of theoretical approaches to transactional analysis established by Eric Berne and others.

Prerequisite: Permission of instructor.

AE-12. Brief Counselling Strategies

This course is intended to introduce students to various theories and practices of brief counselling. It covers the theoretical and practical aspects of the use of brief counselling in a variety of settings. The course includes a discussion of the role of the instructor and the student in the learning process. It also covers the use of brief counselling in the assessment and treatment of various mental health issues.

AE-12. Practicum in Adult Counselling (Fast Track)

This course is designed to provide students with practical experience in the field of adult counselling. It involves a combination of classroom instruction and supervised practice in a real-world setting. The course covers the theoretical and practical aspects of the use of counselling in a variety of settings.

AE-12.2 Individual Reading and Research in Counselling Psychology Master's level

This course is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of the use of counselling in a variety of settings. It covers the theoretical and practical aspects of the use of counselling in a variety of settings.

AE-12. Feminist Issues in Counselling Psychology and Psychotherapy

This course explores the theoretical and practical aspects of the use of counselling in a variety of settings. It covers the theoretical and practical aspects of the use of counselling in a variety of settings.

AE-12VI Group Work in Counselling

This course explores the theoretical and practical aspects of the use of counselling in a variety of settings. It covers the theoretical and practical aspects of the use of counselling in a variety of settings.

AE-12V2 Educational and Psychological Testing for Counselling

This course covers the theoretical and practical aspects of the use of educational and psychological testing in a variety of settings. It covers the theoretical and practical aspects of the use of educational and psychological testing in a variety of settings.

AE-12V Seminar in Research Methods for M.A. students

This seminar is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of the use of research methods in a variety of settings. It covers the theoretical and practical aspects of the use of research methods in a variety of settings.

AE-12VV Career Counselling and Development Transition from School to Work

This course is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of the use of career counselling and development in a variety of settings. It covers the theoretical and practical aspects of the use of career counselling and development in a variety of settings.

AE-12V Advanced Practicum in Counselling

This course is designed to provide students with practical experience in the field of counselling. It involves a combination of classroom instruction and supervised practice in a real-world setting.

AE-12V Career Counselling and Development Transitions in Adulthood

This course is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of the use of career counselling and development in a variety of settings. It covers the theoretical and practical aspects of the use of career counselling and development in a variety of settings.

AE-12V9 Use of Guided Imagery in Counselling and Psychotherapy

This course is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of the use of guided imagery in a variety of settings. It covers the theoretical and practical aspects of the use of guided imagery in a variety of settings.

use on individual well-being. These include various or social interaction, sensitization, stress inoculation and individual awareness. The class is a combination of interactive material, role playing and experiential exercises. The assignment to different client groups will be discussed.



AE-12 Special Topics in Counselling Psychology

This course is designed to offer students in a group a class setting on a specific area of counselling. Students will not be required to attend the courses listed or the current year. The topics will be announced each spring in the intercession and during the intercession activities.

AE-12 Cognitive Therapy

This course covers current theories and principles of cognitive therapy in the treatment of anxiety and depression. Specific applications such as rational-emotive therapy and cognitive-behavioral stress management will be examined.

AE-12.9 Community Mental Health Theory Research and Practice

This course will examine community-based approaches to mental health. We will discuss a range of mental health issues from a community perspective and examine the role of various professionals in the mental health system. We will also examine the role of the community in the development of mental health services. The course will use a variety of resources including current theories, research in the area of community mental health, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

AE-21.1 Counselling and Research in Contemporary Critical Perspectives on Counselling and Health Promotion Research

This course is intended for students who want to conduct research in the field of counselling or health promotion. It is a research-intensive course that will provide students with the theoretical and practical knowledge necessary to conduct research in the field of counselling and health promotion. Students will be encouraged to use the resources available in the community to address mental health issues.

AE-21 Seminar in Counselling Psychology Part I

Each issue of counselling and psychology are examined within an integrative framework of theoretical processes. The integration of a course in psychology will include the integration of students in counselling psychology.



AE-21V Seminar in Counselling Psychology Part II

This course will focus on the application of a course in psychology to the field of counselling. Students will be encouraged to use the resources available in the community to address mental health issues. The course will use a variety of resources including current theories, research in the area of counselling, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

Prerequisites: 1

AE-21 Fracticum II Interventions in Counselling Psychology

This course will focus on the application of a course in psychology to the field of counselling. Students will be encouraged to use the resources available in the community to address mental health issues. The course will use a variety of resources including current theories, research in the area of counselling, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

AE-21 Research Seminar in Counselling Psychology [

We will focus on the application of a course in psychology to the field of counselling. Students will be encouraged to use the resources available in the community to address mental health issues. The course will use a variety of resources including current theories, research in the area of counselling, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

NOTE: Open to counselling psychology students only.

AE-22 Individual Cognitive and Personality Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of a variety of assessment techniques are reviewed with an emphasis on scientific theory, test standards, validity, reliability, and communication of findings. The role of the assessment in the diagnosis and treatment of mental health issues is discussed. The course will use a variety of resources including current theories, research in the area of assessment, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

AE-22 Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of the work with a focus on the critical analysis and interpretation of assessment data. The course will use a variety of resources including current theories, research in the area of assessment, and the role of various professionals in the mental health system. Students will be encouraged to use the resources available in the community to address mental health issues.

NOTE: Prerequisite to counselling psychology or psychology students.

Prerequisites: 4 and 3

AE/ 2 . Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Articulate analysis will be included in the research. The course is appropriate for students considering a dissertation proposal in multicultural studies as well as for students wishing to explore new areas in this area. We will focus on essential research in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. We will review and analyze representative studies in the multicultural literature. This is expected for all students to be able to research essential areas.

AE/ 2 Individual Reading and Research in Counselling Psychology Doctoral level

description as follows:

AE/ 2 Special Topics in Counselling Psychology

This course is designed to provide a case setting of a specific area of counseling in a non-therapeutic area. The course is intended to be current. The topics will be announced each session in the inter-session and inter-session activities.

AE/ 2V0 Psychopathology and Diagnosis

This course is designed to provide an overview of the current clinical / diagnostic disorders as well as current diagnostic practices. Students will be expected to identify the diagnostic criteria for the major diagnostic categories. The course will also provide an opportunity to critically evaluate current theories and etiologies of disorders on a case-by-case basis with attention to the current issues. The course will include a recording of a diagnostic interview of a client with a clinical diagnosis as well as practice exercises.

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AE/ 2V Trainin for Counsellor Supervision

This course is designed to increase students' theoretical knowledge and conceptual understanding of the current clinical supervision. In addition to the case work, students will act as trainee supervisors with counseling in a supervised work environment. The course will provide an opportunity for students to act as supervisors in the field. The course will also provide an opportunity for students to act as supervisors in the field. The course will also provide an opportunity for students to act as supervisors in the field.

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AE/ 2V FhN N Internship

This course requires the completion of at least 100 hours of internship in a supervised environment. The course is designed to provide a supervised environment for students to gain practical experience in the field. The course is designed to provide a supervised environment for students to gain practical experience in the field. The course is designed to provide a supervised environment for students to gain practical experience in the field.

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AE/ 2 0 EdN N Internship

This course is designed to provide a supervised environment for students to gain practical experience in the field. The course is designed to provide a supervised environment for students to gain practical experience in the field. The course is designed to provide a supervised environment for students to gain practical experience in the field.

Other courses accepted for credit

The following courses are eligible courses that are accepted for credit in the counselling psychology program. Other relevant courses may also be accepted and students interested in taking other relevant courses should consult with their advisor. For descriptions see the relevant relevant course listing.

- 11 Introduction to research methods in education
- 114 Participant research in the classroom
- 114 Introduction to research in education
- 116 Power and influence in the classroom
- 117 Creativity and the learning process
- 14 Media studies in education and counselling psychology
- 14 Introduction to qualitative research
- 14 Introduction to qualitative research
- 14 Interviewing techniques
- 17 Reflective practice and the learning process
- 16 Introduction to qualitative research in education
- 1 Research in the classroom assessment intervention and intervention
- 1 Research in statistics
- 1 Research in statistics and research design
- 4 Content analysis and statistics in education

NOTE: This course is available online to students in the counselling psychology or counselling psychology majors.

Curriculum Teaching and Learning (CT)

The department of Curriculum Teaching and Learning is pleased to offer a variety of courses to support the professional development of teachers and those who work with them. The department offers a range of courses and programs that are designed to meet the needs of our students and the education system.

For more information on our courses and programs, please visit our website at www.utoronto.ca/curriculum.

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There are numerous opportunities for research and professional development in the field of Curriculum Teaching and Learning. The department offers a range of research centers and programs that are designed to support the professional development of our students and the education system.

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Our courses and programs are designed to meet the needs of our students and the education system. We offer a range of courses and programs that are designed to support the professional development of our students and the education system.

General Information

For application information and forms visit the website www.utoronto.ca/curriculum

For more information on our courses and programs, please visit our website at www.utoronto.ca/curriculum.

For information about registration contact

For more information on our courses and programs, please visit our website at www.utoronto.ca/curriculum.

Academic Information

For academic information regarding registered students contact

For more information on our courses and programs, please visit our website at www.utoronto.ca/curriculum.

Admissions Awards and Off-Campus Information

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

For more information on our courses and programs, please visit our website at www.utoronto.ca/curriculum.

Chair of the Department

Tara Goldstein, Ph.D. (Toronto)

Professor



Associate Chairs of the Department

Kathy Bickmore, Ph.D. (Stanford)

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Clare Brett, Ph.D. (Toronto)

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Faculty

John Lawrence Bencze, Ph.D. (Toronto)

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Barrie Bennett, Ph.D. (Oregon)

ssociate ro essor



Kathy Broad, Ph.D. (Toronto)

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Linda Cameron, Ed.D. (Toronto)

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Elizabeth Campbell, Ph.D. (Toronto)

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Rina S. Cohen, Ph.D. (Ottawa)

ssociate ro essor



Carola Conle, Ph.D. (Toronto)

ro essor



Karyn Cooper, Ph.D. (Alberta)

ssociate ro essor



Alister Cumming, Ph.D. (Toronto)

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

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Indigo Esmonde Ph.D. (UC Berkeley)

ssistant ro essor



Mark Evans, Ph.D. (York, UK)

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Grace Feuerwerker, Ph.D. (Toronto)

ro essor



Antoinette Gagné, Ph.D. (Toronto)

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Kathleen Gallagher, Ph.D. (Toronto)

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Rubén Gaztambide-Fernández, Ph.D. (Harvard)

assistant professor



Diane Gérin-Lajoie, Ph.D. (Toronto)

professor



Garfield Gini-Newman, Ph.D. (Wilfrid Laurier)

lecturer



Wanja Gitari, Ph.D. (Toronto)

associate professor



James G. Hewitt, Ph.D. (Toronto)

associate professor of curriculum studies
and teacher education



Eunice Jang, Ph.D. (Illinois - UC)

assistant professor of curriculum studies
and teacher education



Julie Kerekes, Ph.D. (Stanford)

assistant professor



Mary Kooy, Ph.D. (Simon Fraser)

associate professor



Clare Kosnik, Ph.D. (Toronto)

associate professor of teacher education
and education



Normand Labrie, Ph.D. (Laval)

professor of education studies



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

associate professor



Ron Lancaster, M. Math. (Waterloo)

senior lecturer



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

senior lecturer



Lance McCready, Ph.D. (UC Berkeley)

assistant professor



Douglas E. McDougall, Ed.D. (Toronto)

associate professor of instructional design
and teacher education



Jack Miller, Ph.D. (Toronto)

professor



David Montemurro, M.A. (York University)

lecturer



Sarfarozi Niyozov, Ph.D. (Toronto)

assistant professor of international
teacher education



Erminia Pedretti, Ph.D. (Toronto)

professor of teacher education
and education



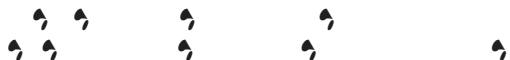
Carol Rolheiser, Ph.D. (Oregon)

Professor, Director, Vice President, Associate Professor



Marlene Scardamalia, Ph.D. (Toronto)

Professor, Cross-appointments to University of Toronto, Ontario Institute for Studies in Education, University of Toronto



Wayne Seller, M.Ed. (Lakehead)

Associate Professor, Director, Educational Technology, Lakehead University



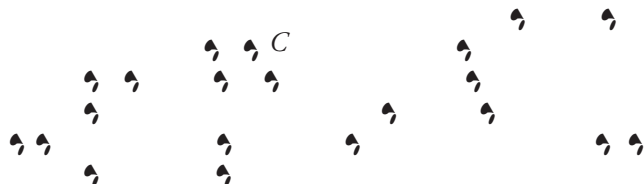
Jim Slotta, Ph.D. (Pittsburgh)

Associate Professor, Educational Research, University of Pittsburgh



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

Professor, Associate Dean, Educational Research, University of Toronto



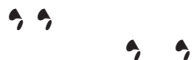
Nina Spada, Ph.D. (Toronto)

Professor, Director, Economics, University of Toronto



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

Associate Professor



Leslie Stewart Rose, M.A. (Toronto)

Lecturer, Entrepreneur, Director, National Teacher Education, University of Toronto

Heather Sykes, Ph.D. (British Columbia)

Associate Professor



Dennis Thiessen, D.Phil. (Sussex)

Professor, Director, Associate Dean, Faculty of Education, University of Sussex



Peter Trifonas, Ph.D. (British Columbia)

Associate Professor



John Wallace, Ph.D. (Toronto)

Professor



Associated Faculty

Guy Allen, Ph.D. (Toronto)

Senior Tutor, Director, Professional Writing, University of Toronto

Lee Bartel, Ph.D. (Illinois - UC)

Associate Professor, Cross-appointments to University of Illinois

Li Chen-Bumgardner Ph.D. (Illinois)

Assistant Professor, Cross-appointments to University of Illinois

Marcel Danesi, Ph.D. (Toronto)

Professor, Cross-appointments to Faculty of Education, University of Toronto

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

Associate Professor, Cross-appointments to Faculty of Education, University of Toronto

Katherine Rehner, Ph.D. (Toronto)

Assistant Professor, Cross-appointments to Faculty of Education, University of Toronto

Lisa Romkey, M.Ed. (Toronto)

Lecturer, Cross-appointments to Faculty of Education, University of Toronto

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

Professor, Cross-appointments to Faculty of Education, University of Toronto

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

Professor, Cross-appointments to University of Waterloo

Earl Woodruff, Ph.D. (Toronto)

Associate Professor, Cross-appointments to University of Toronto

Professors Emeriti

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Diverse Student Populations and Curriculum Issues

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Doctor of Education

The doctor of education degree was discontinued effective 7-

Doctor of Philosophy

The doctor of philosophy is a strong candidate to research. The curriculum studies are each of the most important areas of research. Candidates must demonstrate a strong interest in the field.

Full-time FhN Option

Candidates are accepted under general regulations. The University of Toronto offers a doctor of education or its equivalent through the university in the same area of specialization as the doctor of education degree is required. This degree must be completed within a year and a half.

The University of Toronto **Board of Studies** is responsible for the administration of the degree. The program is a two-year professional experience prior to admission. Candidates are required to submit a written application.

A candidate's thesis or a dissertation is a written work that constitutes an original contribution to the field of education.

www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm

The student's intent is to write a thesis on a topic of interest and to conduct research on the topic. The student must demonstrate a strong interest in the field and a commitment to the profession. The student must also demonstrate a strong academic record.

Half-time FhN Option

Candidates to the doctor of education degree are accepted under general regulations and are subject to the same admission requirements as candidates to the doctor of education degree. The program is a two-year professional experience prior to admission. Candidates are required to submit a written application. The student must demonstrate a strong interest in the field and a commitment to the profession. The student must also demonstrate a strong academic record.

The student must demonstrate a strong interest in the field and a commitment to the profession. The student must also demonstrate a strong academic record. The student must also demonstrate a strong academic record.

The degree is a strong candidate to research. The curriculum studies are each of the most important areas of research. Candidates must demonstrate a strong interest in the field.

NOTE: The degree is a strong candidate to research. The curriculum studies are each of the most important areas of research. Candidates must demonstrate a strong interest in the field.

Courses

The following is a list of courses offered with the curriculum studies degree. The courses listed are offered in an evening format. The courses numbered 1-1799 are offered at the University of Toronto. The courses numbered 1800-1999 are offered at the University of Toronto.

NOTE: [refers to research thesis courses.]

T 1000 Foundations of Curriculum Studies

This is a required course for masters students and doctoral students who do not take it in their masters program. This is a required course for the doctor of education degree. The course addresses the theoretical and practical issues in the field of curriculum studies. The course is a required course for the doctor of education degree. The course is a required course for the doctor of education degree.

T 1000 Fondements de l'étude des programmes scolaires

This is a required course for masters students and doctoral students who do not take it in their masters program. This is a required course for the doctor of education degree. The course addresses the theoretical and practical issues in the field of curriculum studies. The course is a required course for the doctor of education degree. The course is a required course for the doctor of education degree.

T 1002 Curriculum Development for Effective Teaching

This course examines and illustrates the various roles and responsibilities of the curriculum developer. The course is a required course for the doctor of education degree. The course is a required course for the doctor of education degree.

T 1002. Flanification de la pro rammation pour un ensej nement efficace

e cours r sente es o es ui er ettent a ise en oue re es rinci a es co osantes e a ro ra ation co e a i enti cation es r su tats n rau et s ci i ues un cours ou un o ue a ani cation e ro ets on ter e c a oration outis inter ention ar ra ort i erentes strat ies. ar so ution e ro es constituera un ent i ortant es co osantes tu i es.

T 100. an ua e Arts in Frimary Education

n ana sis o t e co onents o an ua e arts ro ra s in t e ear ears. e course wi focus on rea in an writin e o ent in resc oo an ri ar e ucation an wi inc u e a wi e ran e o et o san ateria s o instruction c i -an teac er-centre i oso ies rea in in t e content areas assessin rowt in rea in an writin .

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T 100. ommunities of earnin Teachers constructin professional no led e

is course t eori es an o erationa i es teac er e e o ent in a socia an cu tura structure teac er oo cu s. e course or ani es teac er oo cu s as co unities o earners to socia an inter e en ent e ore t e construction o now e e an re ationa earnin t e re ate conce t o co unities o earners an narrati e as an euristic or a in sense an e o in eanin . inte ratin t e t ree t eoretica orientations t e course see s to e teac ers ore u un erstan ow t e earn t in an e o t eir ro essiona now e e an i entit . e class is or ani e into oo cu s so t at t e co ecti e e ers i t rou t eir own ractices an t eori in e e o a ra is or inc u in co unities o earners in sc oo settin s.

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T 100. hildren s literature as a Houndation of iterate Behavior across the Curriculum

n e a ination o t e nature an unction o t e stu o literature an cu ture in e e entar sc oo s. is course is esi ne ore erience teac ers w o wi e e o ro ra s se ect te ts e ore inter retations an consi eri ications an a ications or sc oo s.

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T 1009. Theory and Fractice in Elementary iteracy Instruction

is course e a ines a nu er o t eoretica ers ecti es on iterac earnin an instruction e orin t eir i ications or wor wit stu ents in ri ar /unior/inter e iate classroo s. o ics suc as iterac across t e curricu u rea in co re ension e innin writin instruction use o e ia an tec no o in writin an sociocu tura in uences on iterac earnin wi e e ore in ter s o arious t eoretica a roac es.

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T 1010. hildren s literature ithin a ulticultural onte7t

is course e ores wa s to rin c i ren cu tura i ersit an literature to et er in an interacti e anner. tories - w et er tra itiona o ta es or conte orar u ticu tura wor s - not on e e ine a c i si entit an un erstan in o se ut a so a ow ot ers to oo into a reciate an e race anot er cu ture. ass iscussions re o e aroun an annotate i io ra o artic es an oo s concerne wit u ticu tura c i rens literature re are s eci ca or t e course an esi ne ri ari or teac ers in ainstrea as we as n is as a econ an ua e an erita e an ua e c asses. e ractica ai is or teac ers to earn ow to ta e a anta e o t e cu tura i ersit an interests t at c i ren o arie ac roun s rin to t e classroo an to e ore t e es in o ore in or er to o en u t e wor o literature to a t eir stu ents.

e o cus is to e e o strate ies or en a in stu ents in classroo s in eanin u ia o ue a out i ersit usin t e e iu o ersona interaction wit t e u ticu tura te t.

rou out t e course we o cus on ow to encoura e stu ents to s are t eir own cu tura stories an or er cross ro one wor to anot er. articu ar e asis is ace on t e re e ance o u ticu tura c i rens literature to inorit stu ents se -estee an iterac or ation an to t e sc oo s re ations i to inorit an aorit co unities in a ition to its re e ance in con rontin issues o u an ri ts an socia ustice.

T 1011. Anti-Opresion Education in School Settins

n t is course we wi i enti wa s t at s ste s o o ressi on an o ressi e e ucationa ractices ani est t e se es in sc oo settin s - ore a e wit in interactions etween teac ers an stu ents a inistrators an stu ents stu ents an stu ents an t e curricu u teac ers an t e curricu u a inistrators an teac ers teac ers an arents arents an a inistrators - an we wi iscuss ow we can use t ese s aces or ocate new ones to o anti-o ressi e e ucationa wor in sc oo settin s. asis in t e course wi e ace on inte ratin anti-o ressi e e ucationa t eor wit anti-o ressi e e ucationa ractice. e wi atte t to in our iscussions o ractice to t eor an our iscussions o t eor to ractice.

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T 1012. Curriculum for Girls and oung omen. Historical and ontempary Issues

is course wi e a ine ow a ro ri ate curricu u or t e e ucation o irs an oung wo en as een e ine an e i ere in ana ian sc oo s.

T 101. Evaluation of Curriculum and Instruction

is course ser es as an intro uction to t e strate ies an tec ni ues uti i e in t e e a uation o curricu u ro ra s. e o cus wi e on t e assu tions stren t s an wea nesses associate wit arious strate ies. tu ents wi wor t rou e a uation ro e s associate wit articu ar curricu u ro ra s an instructiona tec ni ues.

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T 101V Cooperative Learning, Research and Practice

This course provides practical experience as well as understanding of innovative practices in cooperative learning. The course focuses on current developments and research in the field. It includes an analysis of the theoretical structures and strategies of cooperative learning and its application in the classroom. The course also covers the role of the teacher in facilitating cooperative learning and the use of resources and materials in the classroom.

T 101 Introduction to Qualitative Inquiry in Curriculum Teaching and Learning

This course introduces students to qualitative inquiry in education. It covers the theoretical foundations and practical applications of qualitative research. The course also discusses the role of the researcher in qualitative inquiry and the use of various data collection and analysis techniques.

T 1019 Authentic Assessment

This course focuses on the use of authentic assessment in education. It covers the theoretical foundations and practical applications of authentic assessment. The course also discusses the role of the teacher in facilitating authentic assessment and the use of various assessment techniques.

T 1020 Teaching in Ability Students

This course focuses on the teaching of students with abilities. It covers the theoretical foundations and practical applications of teaching students with abilities. The course also discusses the role of the teacher in facilitating teaching students with abilities and the use of various teaching techniques.

T 102 Poststructuralism and Education

This course focuses on poststructuralism and education. It covers the theoretical foundations and practical applications of poststructuralism in education. The course also discusses the role of the teacher in facilitating poststructuralism in education and the use of various poststructuralist techniques.

T 102V Improving Teaching

This course focuses on improving teaching. It covers the theoretical foundations and practical applications of improving teaching. The course also discusses the role of the teacher in facilitating improving teaching and the use of various teaching techniques.

OTE: Students who are re-taking this course.

T 102 Facilitating Effective Professional Development

This course focuses on facilitating effective professional development. It covers the theoretical foundations and practical applications of facilitating effective professional development. The course also discusses the role of the teacher in facilitating effective professional development and the use of various professional development techniques.

OTE: Students who are re-taking this course.

T 102 Constructive Feedback in Teaching

This course focuses on constructive feedback in teaching. It covers the theoretical foundations and practical applications of constructive feedback in teaching. The course also discusses the role of the teacher in facilitating constructive feedback in teaching and the use of various feedback techniques.

OTE: Students who are re-taking this course.

Prerequisite: Permission of instructor.

T 1029 From Student to Teacher: Professional Induction

This course focuses on professional induction. It covers the theoretical foundations and practical applications of professional induction. The course also discusses the role of the teacher in facilitating professional induction and the use of various induction techniques.

OTE: Students who are re-taking this course.

T 10 1. an ua e o /culture and Identity. Usin the iterary Te/t in Teacher evelopment

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T 10 ulticultural Perspectives in Teacher evelopment e ffective Fracticum

is course wi ocus on t e na ics o u ticu tura is wit in t e in i i ua c assroo an t e ir i ications or teac er e e o ent. t is inten e to e a ine ow teac ers can re are t e se es in a ore un a enta wa to re ect on t e ir un er in ersona attitu es towar t e

u ticu tura icro-societ o t e ir c assroo s. iscussions wi e concerne wit t e interaction etween ersona i e histories an t e s a in o assu tions a out t e teac in - earnin e erience es ecia in t e u ticu tura conte t.

e course wi a e a an s-on co onent w ere stu ents w et er ractisin teac ers or teac er/researc ers wi a e t e o ortunit to eco e artici ant-o ser ers an re ect u on issues o cu tura an in uistic i ersit wit in t e c assroo .

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T 10 V. Thou htful Teachin and Fractitioner In iury

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T 10 : Teacher evelopment omparative and ross-cultural Perspectives

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OTE tu ents w o a e re ious ta en 4 1 are ro i ite ro ta in t is course.

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T 10 han e and urriculum Implementation

is course e a ines t e nature o e ucationa c an e an its i act on t e i e entation o curricu u . ow c an e a acts teac ers an ow new curricu a a ect c assroo ractice or t e centra ocus o t e course. ree asic a roac es to i e entation t e i e it ers ecti e utua a a tation an curricu u enact ent are use as a ra ewor to e a ine t e researc on i e entation an i enti actors w ic en ance an in er success u c an e e orts. e ro e o ro essiona e e o ent an strate ies or e ecti e ro essiona e e o ent ractices in su ort o i e entation constitute t e t ir area o stu in t is course.

T 10 9. Teachin ritin in the lassroom

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onnections etween t eor an ractice wi e e ore in ter so w at it eans to e a writer an a teac er o writin . ssues suc as t e teac in o writin con entions writin assess ent sociocu tura in uences on stu ents writin an t e teac ers ro e in ui in stu ent writin wi e e a ine .

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T 10. 0. Fundamentals of Fro ram Flannin and Evaluation [

is course is or ani e aroun t e arious co onents o ro ra annin an e auation or e ucation an t e osic a an ea t sciences nee s e a ua i it rocess i e en tation outco e i act an e icienc assess ents. ata co ection et o s suc as t e sur e ocus rou inter iew an o ser ation are intro uce .

OTE tu ents w o a e re ious ta en 6 are ro i ite ro ta in t is course.

T 1110 The olistic Curriculum

is course wi focus on curricula t at ac itates ersona rowt an socia c an e. arious ro ra s an tec ni ues t at re ect a o istic orientation wi e ana se ore a e a or e ucation socia action ro ra s an trans ersona tec ni ues suc as isua i ation an t e use o i a er in t e c assroo . e i oso ica s c o o ica an socia conte t o t e o istic curricula wi a so e e a ine .

T 111 Teacher Education and the onstruction of Professional] no led e olistic Perspectives

e course wi focus on teac er e ucation an t e construction o ro essiona now e e in teac in ro o istic ers ecti es. e innin wit an e oration o t e arious conce tua an structura a ternati es to initia teac er e ucation t e course t en e a ines o istic arts- ase an narrati e orientations to earnin to teac an to career- on teac er earnin . e connections etween ro essiona renewa curricula an sc oo renewa an e ucationa researc are e ore .

T 111V olistic Education Approaches in Elementary School athematics

is course is esi ne ore e entar sc oo teac ers interesse in e erienin at teac in as a creati e an ee satis in en ea our. rou c ass discussions re ecti on acti ities creati e rou in esti ations se ecte rea in s an a ina usua c assroo - ase ro ect artic- i ants wi e a e to e ore to ics ro a on t e o owin o istic at earnin en iron ents in in at wit rea i e creati e ro e -so in o en-en e ro e s inte ratin at wit ot er isci ines suc as ine arts socia stu ies an an ua e arts ourna writin use o c i rens iterature an ora co unication acti ities aut entic assess ent in in assess ent wit instruction.



T 1119 Gainin onfidence in athematics reconstru ctin athematics] no led e and Overcomin An7iety (]-)

t as een we ocu ente t at an a uts e erien e at e atics an iet ossi ue to t e tra itiona wa t e a e een tau t at in t eir own sc oo in . is course uti ies a o istic a roac in e in ee entar teac ers to reconstruct t eir oun ationa at now e e an o erco e t eir an ieties. ti i in re or - ase a roac es artic- i ants wi wor in s a rou s on se ecte at e atics ro e s an an s-on e orations at an a ro riate ee o i icu t . ourna writin rou re ecti on an ui e isua i ation acti ities wi e use to e artici ants eco e aware o an start ea in wit t eir e otiona an co niti e oc s in re ation to at e atics. uc wor o ens t e oor to accessi on es at e atica intuition an creati it . iscu ssi on ow t e strate ies use in t e course or re orde in t e iterature can e a a te or at e atics- an ious stu ents wi a so e inc u e .



T 1202 athematics in the School Curriculum Elementary

is course e a ines w at at e atics sou e tau t ow to e ine an increase stu ents un erstan in o at e atics c assroo iscourse an stu ent en a e ent in ee entar at e atics. e intent o t e course is to ro i e a rou in in at e atics e ucation.



T 120V Teaching and learnin Science

is course in o es a stu o t eories o earnin in t e conte t o science e ucation a sur e o researc reatin to c i rens un erstan in o conce ts in science an an e oration o strate ies or ore e ecti e science teac in .

T 120 Teaching and learnin a out Science Issues and Strate ies in Science Technology Society and Environment (STSE) Education

etai e stu o issues in t e istor i oso an socio o o science t at a esi ni cance or science e ucation an e a ination o t e i oso un er innin t e o e ent an a consi eration o so e o t e t eoretica an ractica ro e s surroun in t e i e e ntation o science curricula inten e to ocus on en iron- enta socioecono ic c u tura an ora -et ica issues.

T 120 Curriculum Issues in Science and Technology An istorical Perspective

is course ai s to i u inate conte orar internationa e ate in science an tec no o e ucation an to ro i e so e insi t into t e nature o curricula c an e t rou a critica ana sis o e iso es in science curricula istor .

T 1209 Current Issues in Science and Technology Education

e course ocuses on t e esi no e ecti e strate ies or e orin stu ents ersona ra ewor so eanin in science an a resses issues o conte orar internationa e ate a out science an tec no o e ucation inc u in t e c ience or o e ent t e new s c o o o earnin t e an ua e o science an tec no o e ucation o itici ation o science an tec no o e ucation t e ro e o a orator wor co uters in science e ucation an issues in en iron enta an ea t e ucation.

T 1211 Action esearch in Science athematics and Technology Education [

is is an acti e researc - ase course in w ic artici ants wi s ar en an ee o t eir un erstan in o issues an ro essiona ractice in science at e atics an tec no o e ucation. or in wit in a utua su orti e rou o ractitioners t e wi su ect t eir current ractice e . teac in to critica scrutin an a raisa an an atte t a ternati e curricula ers ecti es an ractices an e a uate t ese in action e . in teac in . e articu ar ocus or researc wi e eter ine in i i uas or rou so in i i uas in t e course in consu tation wit t e instructor.

assessers need to be active in their work - e.g. current work in a teacher consultancy etc. - in order to carry out their projects. This course will be established as a few courses in a masters degree with a role for students with theoretical perspectives to use in their action research. This prior research experience would be useful if it is not a requirement of this course.



T 1212 Curriculum Change in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some of the issues in the history and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards a critical analysis of the role of the history of science in science education and the consideration of the sciences and their role in the distortion and misuse of science or sociopolitical goals. This course offers a rare opportunity to explore ways in which a work co-terminates learning and activities and historical case studies can be used to present a more authentic view of science scientific education and scientific practice.

T 121. Equity Issues in Science Education

This course deals with issues of inequalities and/or social distortions in science and science-technology education. It sees a general approach to equity issues and examines ways in which or across into the structures of science and science education can be eased or a transition to current experience in curricula.

T 121 Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives on current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments as well as science centres and various uses of out-of-school centres and other science organisations. This article of the course will focus on the nature of teaching and learning in these diverse settings and representations of science and technology scientific and technological interaction socio-cultural interrelations of science and technology.

T 121V Teacher Leadership in Science, Mathematics and Technology Education

This course will focus on the role of the teacher leader in the elementary and secondary education. The focus will be on the nature of teacher work and construction of teacher's knowledge and role in the construction of teaching and learning in the social and organisational contexts.

science will support teacher leaders in their learning. Participants will use this unit to conduct some action research on teaching and learning in science/ mathematics/technology education.

T 121. International Science, Mathematics and Technology Curricula

This course focuses on curriculum issues associated with international science, mathematics and technology. The focus will be on the history of curriculum international science subjects theoretical and practical issues or international strategies or teaching in an international student learning in international settings or secondary or tertiary education and curriculum implementation issues. Participants will evaluate and compare literature on curriculum international will encourage to conduct an action research into teaching practices.

T 10. Cultural Studies and Education

This unit will explore the role of culture in education and the role of different disciplines in the past century. Cultural studies is a recent scientific and critical re-evaluation of social and cultural issues and one with important implications for educators in the area of the humanities. This is a discussion of the texts and issues generated with this tradition and the course examines structuralist and non-structuralist and other versions of cultural studies in order to understand how these approaches re-orientate and educational practice concerning cultural studies.

T 10V La recherche qualitative en éducation: les théories et pratiques [

Le cours a pour but d'introduire les étudiants et les étudiantes au monde de la recherche en éducation. Le rôle de cette recherche est de se concentrer sur la nature de la recherche qualitative et de la relation avec la théorie. Les recherches de conception de la recherche qualitative seront donc analysées. Les étudiants et les étudiantes se familiariseront avec les techniques et les méthodes de recherche qualitative et de la recherche-action.

T 10V Qualitative Research Methods in Education: Concepts and Methods [

This course is designed to introduce students to qualitative and social research in education. The intention is to examine the nature of qualitative research and its relations to theory. Students will be able to identify ways of approaching qualitative research and special attention will be paid to the conceptual and non-quantitative. Students will also study the scientific research techniques of observation interview content analysis and action research.

T I 0. Identit' collective et 'ducation minoritaire de lan ue fran aise

e cours a our ut ese enc er sur er e e co e e an ue ran aise ans e rocessus e construction i entitaire es es. ans e conte te u cours i entit est con ue co e tant er su tat une construction socia e. es conce ts-c s te s ue i entit et nicit a race a cu ture a an ue et assi iation sont a or e a in s. ar a suite e cours se enc e sur es o iti ues et es ro ra es e istants ans es co es e an ue ran aise en ntario ans e ut e aire une ana se criti ue e a contri ution e ces erni res au rocessus e construction i entitaire es es.

T I 0. Identity onstruction and Education of inorities

e course is esi ne to e a ine t e contra ictor ro e o t e sc oo as an a ent o in uistic an socia re ro uction in a sc oo s ste were stu ents are ro i erse in uistic an cu tura ori ins. n t is conte t t e a orit - inorities ic oto wi e critica e a ine. e course wi ocus articu ar on ow sc oo contri utes to t e stu ents i entit construction rocess. n t is critica e a ination i entit wi e un erstoo as a socia constructe notion. e -conce ts suc as i entit et nicit inorit race cu ture an an ua e wi e irst ana e. e rocess o i entit construction wi t en e e a ine wit in t e e ucationa conte t o ntario.

T I 09. es st'r' otypes se7uels dans les pro rammes scolaires

e cours eut er ettre au tu iantes et au tu iants e co ren re co ent co e arses ro ra es son at rie sco aire et son ersonne ensei nant contri ue re ro uire es ra or ts in a it s uis ta issent entre es o es et es e es ans a soci t. ana se s int ressera au r e e co e en tant u a ent e socia isation ainsi u au e or ts ou erne entau en ati re a it entre es se es. ar a suite une ana se e contenu u at rie sco aire uti is ans es co es e an ue ran aise e ntario ien ra se re er au cours.

T I 12. emocratic iti enship Education

re afation or e ocrac an citi ens i is ostensi a centra oa o u ic e ucation at oes t is citi ens i i wo is ear in u ic ecision a in an ow i t acti e e ocrac citi ens i e tau t an earne i erse in i i ua s cu tures an nations un erstan e ocrac in i erent wa s an o itica s ace is en ere is course e a ines contrastin un erstan in so an a roac es to o itica o ernance socia inc usi it an transnationa eace ui in citi ens i e ocrati ation an citi ens i e ucation rawn ro co arati e interna tiona an ana ian researc an cases es ecia in sc oo settin s. e es inc u e con ict an contro ers criti ue cu tura / en er/ se ua i ersities u an ri ts ustice e e o ent an eace ui in. asis is i en to curricu u con ict ana e ent an o ernance in u ic

e e entar an secon ar sc oo s in arious cu tura conte ts. artici ants wi earn to ana e an assess e ucationa e eriences in i t o t eor researc an t eir own e ocracit ci ens i e ucation oas.

T I I. Gender Equity in the lassroom

is course is esi ne or ractisin e ucators to e e o an en ance t eir now e e o ow en er is ro uce in our e ucationa s ste. t e a ines t e i erent sta es o t e e ucationa s ste e e entar secon ar co unit co e e an uni ersit. e c assroo is t e ocus ecause it is t e centra wor settin o e ucationa institutions. at a ens in t e c assroo is not si t e resu t o w at a teac er oes ut in o es interactions etween an a on stu ents an etween teac ers an stu ents. e c assroo as its own na ic an is a so interconnecte to outsi e reations i s wit arents rien s e ucationa o icia s etc. e course as as its ain o ecti es to e a ine t e na ic s o ine ua it in t e c assroo an to iscuss an e e o strate ies or c an e. i e t e ri ar ocus is on en er ine ua it course rea in s a so raw on resources t at a e isi e t e intersections o en er wit ot er ine ua ities ase on race c ass an se ua orientation.

T I I. Teaching onflict and onflict esolution

is se inar e a ines ow oun eo e a e tau t an i en o ortunities i icit ore icit to an e inter ersona an socia con ict. e course e a ines t e wa s con ict a e con ronte si ence trans or e or reso e in sc oo now e e e a o i en curricu u eace a in an eace ui in ro ra s o ernance isci ine restorati e ustice an socia reations ro ana ian an internationa / co arati e ers ecti es. e ocus is to eco e aware o a ran e o c oices an to ana e ow arious ractices an essions a out con ict it in an c a en e t e re u ar acti ities an assu tions o curricu u an sc oo in an t eir i ications or e ocrac ustice an socia e c usion/ inc usion. artici ants wi eco es i e in ana in t e con ict an reationa earnin o ortunities an i e ase e e in arious institutiona atterns or initiati es to teac or aci itate con ict reso ution an trans or ation an to re ent io ence.

T I. 02. Adaptive Instruction in Inclusive lassrooms

n to a s etero eneous c assroo s teac ers i ersi t eir tec ni ues o teac in t e content o essions an t eir s ste s ore a uatin stu ent ro ress. e reater u i i ersit t e ore teac ers ust a a t instruction. n t is course we wi e a ine a a ti e instruction at aacro teac in et o s an icro- e e stu ent-teac er interaction. uestions to e e a ine at are t e teac ers res onsi i ities or a a tin instruction at is an a a te or o i ie ro ra s i erentia instruction o stu ents iscri inator or essentia ow i t o i ie outco es e e a uate an re or te.

T I 01 Action Research and Professional Practice

ne a ination o te i erent or so researc t at a es centra te ractioners a en a a out is/ er ractices. ternati es inc u e action science action researc an artici ator researc . asis wi e ace u on istor i eo o an et o s associate wit eac a ternati e. once tua ana sis wi e inte rate wit co a orati e researc in a ie settin .

T I 0 Advanced Seminar in an uq e and earnin Theory and Fractice

ne oration o t e relations i s etween t eor researc in in s an course e ers teac in e eriences. ourse e ers contri ute t eir teac in e erience as a conte t in w ic t e rou iscusses i eas rawn as ar as ossi e ro ori ina sources rea an re orde on. e to ic an ua e an earnin cuts across arious areas co on tau t in t e sc oo curricu u an e rases ori ina wor in a nu er o isci ines e. i oso in uistics s c o o socio o iterar criticis .

Frerequisite er ission o instructor.

T I 0 Curriculum Innovation in Teacher Education

is course a resses t e content structure an strate ies o recent inno ations in reser ice teac er e ucation ro ra s. eci ic inno ations in instruction ie ase acti ities an sc oo-uni ersit relations i s are critica e a ine in relation to c an in an so eti es co etin conce tions o teac in earnin to teac an teac er e ucation ro ra s.

T I 09 Narrative and Story in Research and Professional Practice

se inar on narrati e an stor te in in t e stu o e ucationa e erience. arrati e is e ore ot as a un a enta or o e erience an as a co ection o et o s or t e stu o e erience. arrati e tra itions in iterar i oso ica s c o o ica an ro essiona iteratures are stu ie . e iew o u is e t es an issertations. tu ents sou rin ractica researc a en as.

OTE tu ents wo a e re ious ta en 48 are ro i ite ro ta in t is course.

Frerequisite er ission o instructor.

C C

T I 10 Qualitative Research in Curriculum and Teaching

ritica e a ination o current ua itati e ara i so researc on teac in . e course re uires ie wor researc w ic ser es as t e asis or se inar iscussions. tu ents wi a e t e o ortunit to e e o an resent researc i eas.

OTE tu ents wo a e re ious ta en 48 are ro i ite ro ta in t is course.

T I 11 Writing Research - Research, Writing, Moving from Idea to Reality

is course ocuses on su ortin ra uate stu ents at ot t e aster s an octora e s wo are re arin researc ro osa s t eses issertations an ort e co re ensi e e a . e course ai s to a ance t e researc writin an e a re arations or its e ers an at t e sa e ti e create an aca e ic co unit . t e a ines stu ents wor s in- ro ress wit t e oa o i ro in an a ancin t eir researc . ourse to ics wi inc u e e inin t e researc uestion ra in t e stu c oosin an a ro riate researc et o o o at erin t e ata ana in t e ata an writin t e t esis. rou e a ination o arious stu ies stu ents wi ee en t eir un erstan in o t e rocess o con uctin researc . ne e asis o t e course wi e researc on teac in an teac er e ucation. ac wee stu ents wi s en art o t e cass wor in in s a rou s wit ot ers wo are at t e sa e sta e o t e octora/ aster s ourne . e course wi inc u e ee ac on t eir wor ti e to iscuss as ects o t e researc rocess an an o ortunit to resent t eir wor in a rien su orti e en iron ent.

C

T I 12 Professional Ethics of Teaching and Schooling

urrent e ucationa iterature re ects increasin attention to t e ractica an i oso ica si ni icance o et ica ecision- a in as a centra as ect o t e ro essiona is an accounta i it o teac ers in t eir ro e as ora a ents. is course wi e a ine t rou in art t e use o case stu ies so e o t e et ica co e ities ie as an contro ersia issues t at arise wit in t e o era conte t o t e sc oo . t wi raise uestions a out et ica concerns t at occur as a resu to teac ers ai wor wit stu ents co ea ues a inistrators an arents. e course wi consi er t e nature o ro essiona et ics in e ucation an associate conce ts o t e ora ci ate o sc oos. t wi e ore t eoretica an e irica now e e in t e ie o a ie e ucationa et ics an t e ora /et ica i ensions o teac in an sc oo in .

C

T I IV Official Discourses and Minority Education

nten e or octora ra uate stu ents t e o ecti e o t e se inar is to o a critica e a ination o e istin o ica discourses on inorit e ucation. e notion o inorit stu ents inc usion is ir inscri e in t e o ica discourse in ort erica an in an countries aroun t e wor . ro a critica t eor stan oint t e course wi e asi e t e ana sis o inc usion an ot er e conce ts in t e discourse on inorit e ucation wit re erence to societ s ow er structure as we as socia ustice an e uit issues. is critica e a ination wi rin stu ents to consi er ow t e inc usion o stu ents ro i erse racia et nic an in uistic ac roun s is cai e to eacco is e in sc oos. o attain t e o ecti e o t e course o ica discourses wi e e a ine t rou e istin e ucationa o icies an re or s teac ers trainin an teac ers ai wor .

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Topic 1: Current Issues in Teacher Education

This course examines various issues of teacher education in the light of the on-going criticisms. The course is designed to address the current concerns of the educationists in the light of the current context of the education with an effort to understand the socio-economic impact on the teacher. This course will systematically examine the current research on teacher education. We will consider teacher education not only in the national but also in the international perspective. We will discuss the issues and try to determine ways to reform and renew teacher education.

C

Topic 11: Arts in Education. Concepts and Frameworks

This class students will explore various issues related to the arts in education including philosophical and theoretical issues, applications and approaches to the arts in school, the role of the arts in communities as well as contemporary and historical perspectives. The course will also explore the interrelationship between the arts and the various educational practices in various educational contexts not only in the national but also in the international context. The course will explore the various rationales for the inclusion of the arts in general education to the educational experiences of artists themselves. The course will see to the relationship between contemporary arts and culture, the integration of the arts in education through curriculum, implementation and research.

Topic 19: Critical Multicultural Analysis of Children's Literature

This course will examine children's literature from a socio-cultural perspective. We will consider the historical and contemporary representation of race and ethnicity in children's literature. We will read and analyze various critical and cultural texts. We will read and analyze various critical and cultural texts. We will read and analyze various critical and cultural texts. We will read and analyze various critical and cultural texts.

Topic 22: Urban School Research. Fieldwork and the Arts

This course will examine the theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

to examine students' qualitative research interrelationships in the current research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

Topic 2: The Teacher as a Contemplative Practitioner

This course examines the role of the contemplative teacher. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

Topic 10: Gender Issues in Mathematics, Science and Technology

This course will consider the various issues related to the teaching of mathematics, science and technology. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

Topic 11: Research Seminar in Science Education

This course is a critical examination of current theoretical perspectives and research in science education. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

Topic 2: Mixed Methods Research in Education. Qualitative and Quantitative Inquiries

This course will explore the various issues related to mixed methods research in education. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

Topic 1: Models and Issues in Program Evaluation

This course will explore the various issues related to program evaluation. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research. We will explore the various theoretical and methodological considerations of urban school research.

OTE: Students will be required to attend all sessions.

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Frerequisite 1 4 re ious 6 or
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T I . . Seminar in Evaluation Fro lems [

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OTE tu ents wo a e re ious ta en 81 are
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OTE racticu 997 an e inar 1844 a not
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Frerequisite 184 re ious 8 or e ui a ent.

T I . . Performance Assessment

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T I VI Critical Ethno raphy [

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**T I V Controversial Issues in evelopment
Education**

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stu ents to e ore in consi era e e t a ew current
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articu ar ocus on e e o in nations an e e o in areas
wit in ric er nations. e articu ar issues c o sen or ana sis
in an i en ear are se ecte t e stu ents. tu ents are
e ecte t rou se inar resentations to i enti t e e
ar u ents or ositions wit re erence to a contro ers o
interest to t e an to ana se an e a uate t ose ositions
usin ot re e ant t eor an a ai a e e irica ata.

OTE tu ents wo a e re ious ta en 68 are
ro i te ro ta in t is course.

**T I V. Methodologies for Comparin Educational
Systems** [

is course is esi ne or ros ecti e or ractisin
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ro e s in ot t e ac uisition an t e use o suc ata wi
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ana tica ro e s ace w en usin co arati e ata an
t e use o co arati e ata to test ro ositions an to
e e o t eor in e ucation.

OTE tu ents wo a e re ious ta en 61 are
ro i te ro ta in t is course.

T 1921] no led e Buildin Environments

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T 192 Technology Supported In Situ earnin

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**T 1999 Special Topics in Curriculum, octoral
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Master of Teaching in Elementary and Secondary Education (MTE)

Program Coordinator

- Dr. Colleen
- Dr. Carole

Core Faculty

- Dr. Robert Adams
- Dr. Susan
- Dr. Jennifer
- Dr. Ingrid
- Dr. Anne
- Dr. Eileen
- Dr. Joselyn
- Dr. Rosalyn

The Master of Teaching in Elementary and Secondary Education is a two-year, full-time program. Successful completion of this program will result in a recommendation to the Ontario Council of Educators for an Ontario Teachers' Certificate of Qualification which qualifies the holder to teach in either the primary or junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools.

The Master of Teaching in Elementary and Secondary Education provides a unique educational opportunity for teachers and education students. The program is a two-year, full-time program. Successful completion of this program will result in a recommendation to the Ontario Council of Educators for an Ontario Teachers' Certificate of Qualification which qualifies the holder to teach in either the primary or junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools.

Program objectives are articulated through a combination of a coursework teaching and research seminars, internships and practicum with in-depth and collaborative research and/or research papers.

Admission Requirements

Applicants are admitted under general regulations. The minimum entrance requirements are a Bachelor of Education from the University of Toronto or a Bachelor of Education from the University of Toronto **mid-B or better** in the final year. No transfer credit is granted.

Applicants should describe their significant teaching and/or teaching-related experiences that demonstrate a commitment to the profession. Applicants should indicate their interest in the program and how they will contribute to the education of students in the classroom. In addition, applicants are requested to list in detail their teaching and/or teaching-related experiences in the classroom. Applicants should include a description of their experience in the classroom. Applicants should include a description of their experience in the classroom. Applicants should include a description of their experience in the classroom. **Given the limited number of spaces in this Program, not all eligible applicants can be admitted.**

Because the Master of Teaching in Elementary and Secondary Education is a two-year program, applicants must submit the following items to the program at the time of acceptance:

- A photocopy of a valid identification certificate or in the case of a person who was not born in Canada, documents showing the status of citizenship.
- A photocopy of a certificate of Canadian citizenship or a photocopy of a certificate of citizenship.

NOTE: Criminal record report is required for certification by the Ontario Council of Educators and is required in both the first and second year of the program.

Entry Requirements

The two-year program is composed of the following 16 academic courses: 1 core subject and 1 elective including practicum and internship on a full-time basis. The program is not ranked in the program. In addition to the coursework included in the program, candidates must successfully complete a corequisite education at the end of the program or student to graduate and receive the degree. The program is a recommendation to the Ontario Council of Educators for an Ontario Teachers' Certificate of Qualification. The education in the second year is contingent upon successful completion of the first-year work.

Concentrations

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

- Primary/Junior** junior in the first year to grade 6
- Junior/Secondary** grades 4 to 1
- Intermediate/Senior** grades 7 to 1

Primary/Junior Concentration

First Year Core Courses

- 7 Curriculum and Instruction in Literacy
- 7 Curriculum and Instruction in Mathematics
- 7 Curriculum and Instruction in Social Studies and Science
- 7-4 Practicum in Co-ops
- 7-6 Elective each in an unifier into research in education
- 7-7 Student Assessment
- 7-11 Internship/Co-op Experience

Second Year Core Courses

- 7-1 Educational Professional Standards and Test
- 7 Practicum Internship
- 7-8 Introduction to Educational Research and Data Instruction
- 7-9 Anti-Discrimination Education
- 7-1 Issues in Literacy and Instruction
- 7-1 Arts in Education

Elective Courses

One elective course is normally selected from other available courses offered. This course is taken in the summer after the first year or in the second year.

Junior/Intermediate Concentration

First Year Core Courses

- 7 Curriculum and Instruction in Literacy
- 7 Curriculum and Instruction in Mathematics
- 7 Curriculum and Instruction in Social Studies and Science
- 7-4 Practicum in Co-ops
- 7-6 Elective each in an unifier into research in education
- 7-7 Student Assessment
- 7-11 Internship/Co-op Experience

Second Year Core Courses

- 7-1 Educational Professional Standards and Test
- 7 Practicum Internship
- 7-8 Introduction to Educational Research and Data Instruction
- 7-9 Anti-Discrimination Education
- 7-1 Issues in Literacy and Instruction
- 7-1 Arts in Education

Elective Course

One elective course is normally selected from other available courses offered. This course is taken in the summer after the first year or in the second year.

The Junior/Intermediate concentration students will take an additional course in one teaching subject from the following list.

English First Language
 - requires university courses in English

French Second Language
 - requires university courses in French as well as written and spoken proficiency demonstrated through tests administered at the end of a session

Geography
 - requires university courses in Geography

Health and Physical Education
 - requires university courses in Health

History
 - requires university courses in History

Mathematics
 - requires university courses in Mathematics

Music - Instrumental
 - requires university courses in instrumental music or demonstrate proficiency in brass/wind strings

Music - Vocal
 - requires university courses in music or a portfolio of recordings

Science - General
 - requires university courses in science

Visual Arts
 - requires university courses in visual arts or post-secondary education. Applicants must have studio-oriented experience

Intermediate/Senior Concentration

First Year Core Courses

- 7-4 Practicum in Co-ops
- 7-6 Elective each in an unifier into research in education
- 7-7 Student Assessment
- 7-11 Internship/Co-op Experience

Second Year Core Courses

- 7-1 Educational Professional Standards and Test
- 7 Practicum Internship
- 7-8 Introduction to Educational Research and Data Instruction
- 7-9 Anti-Discrimination Education
- 7-1 Issues in Secondary Education

Elective Course

Each elective course is normally selected after prerequisite courses are completed. This course is taken in the first year of the program and prior to the start of second year.

The Intermediate/Senior concentration students must select one teaching subject from the following list as their first teaching subject and one as their second teaching subject.

- 7 Curriculum and Teaching in English - Economics
- 7 1 Curriculum and Teaching in History - Economics
- 7 Curriculum and Teaching in Mathematics - Economics
- 7 Curriculum and Teaching in Science - Economics

Prerequisites: The university courses in the first teaching subject and two university courses in the second teaching subject. In the case of 7 Science - Economics the university courses in science with a minimum of four of the in the area of Economics are required regardless of whether it is the first or second teaching subject.

Please note that these courses are not offered every year. Consult the asterisk on each in the site

www.oise.utoronto.ca/mt/index.html for a list of teaching subjects available for each session year and for a selection of the second teaching subject.

Religious Education

Students can indicate interest in teaching in the optional elective area of cooperative teaching to take the religious education elective course. Description of the experience in religious education course relate to the standards of practice for the teaching profession in the province of Ontario. This course is offered year and is offered in addition to the program requirements of the program.

Courses

The following course descriptions are for those courses numbered in the 7 series.

T: 000 Curriculum and Teaching in Literacy

An introduction to education technologies and the role of the teacher in the contemporary learning environment. This literacy curriculum for students in grades 1-12. Theoretical course explores the role of the teacher in the contemporary learning environment. This course is normally offered to students in the program in the first year of the program.

T: 001 Educational Professionalism Ethics and the Law

This course will enable the teacher candidates to analyze the interrelated legal and ethical conditions that shape the classroom contexts and the educational process. The Ontario education system and the professional responsibilities and procedures will be studied. Topics include the legal theories that shape the educational environment and the interaction and the influence of the legal relations with students, parents, community, and social agencies in the classroom and the school. This course is normally offered to students in the program in the first year of the program.

T: 002 Curriculum and Teaching in Mathematics

An introduction to education technologies and the role of the teacher in the contemporary learning environment. This mathematics curriculum for students in grades 1-12. Theoretical course explores the role of the teacher in the contemporary learning environment. This course is normally offered to students in the program in the first year of the program.

T: 00 Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis and the teaching and the role of the teacher in the contemporary learning environment. This social studies and science. This course is normally offered to students in the program in the first year of the program.

T: 00. Practicum in Schools

This first year course provides the student with the experience in an area of the work environment of a teacher. The student will be placed in a classroom and will be supervised by a teacher. The student will be required to complete a portfolio of work. This course is normally offered to students in the program in the first year of the program.

T: 00 Practicum Internship

This second year course provides the student with the experience in a classroom and will be supervised by a teacher. The student will be required to complete a portfolio of work. This course is normally offered to students in the program in the second year of the program.

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T : 00V Effective Teaching and Inquiry Into Research in Education

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T : 00 Authentic Assessment

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T : 00 Introduction to Special Education and Adaptive Instruction

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T : 009 Anti-discriminatory Education

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T : 010 Issues in Numeracy and Literacy

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T : 011 Child and Adolescent Development

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T : 012 Issues in Secondary Education

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T : 01 Arts in Education

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T 000 Foundations of Bilin ual and ulticultural Education

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T 001 Research rollo ium in Second an ua e Education aster s evel

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T 002 Second an ua e Teachin ethodolo ies

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T 00 Flannin and Or an in the Second an ua e Curriculum

is course ea s wit current t eor an ractice in t e e e o ent o t e secon an ua e curricu u t e annin nee s ana sis o ecti es content structure an e a uation o secon an ua e ro ra s or resc oo ers to a u ts. ecia attention wi e ai to t e se ectian an o i ication o e a o ica ateria s.

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T 00. an ua e A areness and its ole in Teacher evelopment

e an ua e awarenes o e ent is ase on t e e ie t at a ace s ou e oun in t e curricu u or e orin t e nature o an ua e its ru e- oerne structure its ariet an its uni ersa c aracteristics t e wa it is ac uire nati e s ea ers an secon an ua e earners its ro e in societ an its ro e in creatin sustainin an en ancin ower. e ai o t e course is to consi er i an ua e awarenes in irst secon an orei n an ua e e ucation ii t e s ecia nee or an ua e awarenes in conte ts an iii t e ro e o an ua e awarenes in teac er e e o ent.

T 00 Current Issues in Second an ua e Education

is course wi consi er current to ics re e ant to t e teac in o secon an orei n an ua es. eci ic to ics wi ar e en in on t e stu ents interests ut wi nor a incu e curricu u annin an s a us esi n cassroo - oriente researc t e teac in o rea in writin an ora co unication s i s error ana sis e a o ic ra ar an testin .

T 00 Discourse Analysis

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T 00 S' minaire sur le lan ua e et la communi- cation

e cours a our ut e orer une conce tion ar ie u an a e et e a co unication as e sur e iscour s et ana se u iscour s. es interactions u aines et socia es se construisent en ran e artie au o en u iscour s tra ers sa ro uction sa circu ation sa i usion sa iti ation sa

La formation se considère en termes de processus. Elle est décrite en termes de processus de formation à l'échelle critique. La formation est décrite en termes de processus de formation à l'échelle critique. La formation est décrite en termes de processus de formation à l'échelle critique.

T 00 Critical Pedagogy and Cultural Diversity

Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation et les processus de formation à l'échelle critique.

T 010 Second-Language Learning

Le cours a pour but de familiariser les étudiants avec les théories sur l'apprentissage des langues secondes et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'apprentissage des langues secondes et les processus de formation à l'échelle critique.

T 011 Bilingualism and Education

Le cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et les processus de formation à l'échelle critique.

T 011 Bilingual Education and Bilingualism

Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation bilingue et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation bilingue et les processus de formation à l'échelle critique.

T 01 Evaluation de la compétence langagière

Le cours a pour but de familiariser les étudiants avec les théories sur l'évaluation de la compétence langagière et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'évaluation de la compétence langagière et les processus de formation à l'échelle critique.

T 01 Second Language Assessment

Le cours a pour but de familiariser les étudiants avec les théories sur l'évaluation de la compétence langagière et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'évaluation de la compétence langagière et les processus de formation à l'échelle critique.

T 01 Seminar in Second-Language Literacy Education

Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation à la littératie en langue seconde et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur l'éducation à la littératie en langue seconde et les processus de formation à l'échelle critique.

T 01 Language and Policy

Le cours a pour but de familiariser les étudiants avec les théories sur la langue et les politiques éducatives et les processus de formation à l'échelle critique. Le cours a pour but de familiariser les étudiants avec les théories sur la langue et les politiques éducatives et les processus de formation à l'échelle critique.

T 01 Folitiue et am'na'ement lin uistiue
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T 019 Research Themes in Canadian French as a Second Language Education

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T 02. Second Language Teacher Education

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T : 9 Fracticum in Second Language Education aster s level

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T : 9 Individual Reading and Research in Second Language Education aster s level

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T : 99 Special Topics in Second Language Fro'ram aster s level

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T 00. Second Language Classroom Research

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T 01 Research Portfolio in Second and Third Year Education Doctoral level

This course provides opportunities for students to earn credit for research in second and third year education and to pursue the student's research area of interest to the...

C

T 0 Ethnographic Research in the Disciplines

This research course allows students to use ethnographic research methods to explore content analysis, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the role of research in teacher education and the role of ethnography in research. It is intended for students who wish to concentrate on ethnographic research.

T 0V Sociocultural Theory and Second and Third Year Education

This course will address concepts of second and third year education from a sociocultural perspective. It will explore the role of sociocultural theory in teacher education and the role of sociocultural theory in research. It is intended for students who wish to concentrate on sociocultural theory in research.

T 0 Second and Third Year Education Research Methods

This course provides students with an opportunity to explore research methods in second and third year education. It covers a variety of research methods including content analysis, discourse analysis, questionnaires, tests, and case studies. It is intended for students who wish to concentrate on research methods in second and third year education.

C

T 0 The Role of Instruction in Second and Third Year Education

This course examines the role of instruction in second and third year education. It explores the role of instruction in teacher education and the role of instruction in research. It is intended for students who wish to concentrate on the role of instruction in second and third year education.

T 09 Research Seminar in Sociocultural Theory and Second and Third Year Education

This course is an advanced seminar intended for students who are conducting second and third year education research within a sociocultural perspective. It will explore the role of sociocultural theory in research and the role of sociocultural theory in teacher education. It is intended for students who wish to concentrate on sociocultural theory in research.

T 99 Practicum in Second and Third Year Education Doctoral level

This is a 99 credit course in research and theory in teacher education. It is intended for students who wish to concentrate on research and theory in teacher education. It is a 99 credit course in research and theory in teacher education. It is intended for students who wish to concentrate on research and theory in teacher education.

T 99 Individual Reading and Research in Second and Third Year Education Doctoral level

This is a 99 credit course in individual reading and research in second and third year education. It is intended for students who wish to concentrate on individual reading and research in second and third year education. It is a 99 credit course in individual reading and research in second and third year education. It is intended for students who wish to concentrate on individual reading and research in second and third year education.

T 999 Special Topics in Second and Third Year Education Doctoral level

This course is designed to explore special topics in second and third year education. It is intended for students who wish to concentrate on special topics in second and third year education. It is a 999 credit course in special topics in second and third year education. It is intended for students who wish to concentrate on special topics in second and third year education.

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YTE2912 Teachers or classrooms careers cultures and han e

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Teacher Development Program

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

The Teacher Development Program provides an excellent opportunity for individuals who are interested in this area of research and the Teacher Development Program. The program is currently in a state of transition and will continue to offer courses throughout the year. The program is currently in a state of transition and will continue to offer courses throughout the year. The program is currently in a state of transition and will continue to offer courses throughout the year.

Department of Education

The Department of Education provides a variety of courses for individuals who are interested in this area of research and the Department of Education. The program is currently in a state of transition and will continue to offer courses throughout the year.

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Department of Arts

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Department of Philosophy

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Courses

NOTE: The Department of Philosophy provides a variety of courses for individuals who are interested in this area of research and the Department of Philosophy. The program is currently in a state of transition and will continue to offer courses throughout the year.

Collaborative Graduate e-learn Programs

Each article in this journal is an e-learn program article in the journal of e-learn programs.

International e-learn programs are available in the journal of e-learn programs.

International e-learn programs are available in the journal of e-learn programs.

Comparative International and Development Education

Program Directors

Jared Underwood, Director of International e-learn Programs

Sarfraz Ali, Director of International e-learn Programs

Contact

Journal website: www.oise.utoronto.ca

Participating Faculty

Journal of e-learn programs, International e-learn programs

International e-learn programs are available in the journal of e-learn programs.

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Courses

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Graduate Diploma in Women and Gender Studies (WGS)

The department offers a unique learning experience for students interested in the social and cultural aspects of gender. The program provides a comprehensive understanding of gender studies through a combination of theoretical and practical approaches. Students will explore the historical and contemporary issues surrounding gender and its impact on society. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals.

The program is a central component of the university's commitment to social justice and equity. It provides a platform for students to engage in critical thinking and research that challenges traditional gender roles and norms. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals.

Courses of particular interest include:

- 1111 Introduction to Gender Studies
- 1111 Women's History and Culture
- 1199 Gender and Sexuality Studies
- 1111 Gender and the Media
- 1111 Gender and the Law
- 1111 Gender and the Workplace
- 1111 Gender and the Environment
- 1111 Gender and the Arts
- 1111 Gender and the Future

The program is a central component of the university's commitment to social justice and equity. It provides a platform for students to engage in critical thinking and research that challenges traditional gender roles and norms. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals.

Further information is available from:

Admission and enrollment advisor
 416-978-6666
www.utoronto.ca/wgsi

For more information, visit www.utoronto.ca/wgsi

Graduate Diploma in Leadership Studies (LDS)

The program is designed to develop the leadership skills and knowledge necessary for success in a variety of professional and organizational settings. Students will explore the theoretical and practical aspects of leadership, including communication, decision-making, and team management. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals.

The program is a central component of the university's commitment to social justice and equity. It provides a platform for students to engage in critical thinking and research that challenges traditional leadership roles and norms. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals.

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Students have access to a comprehensive network of resources and support services.

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Further information is available from:

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Human Development and Applied Psychology (AF)

The Department of Human Development and Applied Psychology is a leading research and teaching institution in the field of human development and applied psychology. Our research is focused on understanding the processes of human development and the application of psychological principles to various areas of human life. We offer a variety of programs and courses that provide students with a strong foundation in the field and prepare them for careers in research, education, and applied settings.

Current offerings include:

Child Study and Education (MEdN)

Based at the Institute of Child Study and Education, this program provides students with a comprehensive understanding of child development and the educational needs of children. Graduates are prepared for careers in education, child development, and related fields.

Developmental Psychology and Education (MEdN, FhN, Nand EdN)

This program focuses on the study of human development and the application of psychological principles to educational settings. Students gain a deep understanding of the processes of human development and the challenges of teaching and learning. Graduates are prepared for careers in education, research, and applied settings.

Developmental Science (MEdN, FhN)

This program provides students with a strong foundation in the study of human development and the application of psychological principles to various areas of human life. Graduates are prepared for careers in research, education, and applied settings.

Neuroscience (MEdN, FhN)

This program focuses on the study of the brain and the nervous system, and the application of psychological principles to various areas of human life. Graduates are prepared for careers in research, education, and applied settings.

School and Clinical Child Psychology (MEdN and FhN)

This program provides students with a comprehensive understanding of child development and the educational needs of children. Graduates are prepared for careers in education, child development, and related fields.

In addition to the information provided above, the Department offers a variety of other programs and courses that provide students with a strong foundation in the field and prepare them for careers in research, education, and applied settings. For more information, please contact the Department of Human Development and Applied Psychology.

Program Guidelines. Students are expected to consult the program guidelines for specific policies and procedures. The program guidelines are available on the department website.

General Information

For a complete list of programs and courses, please visit the department website: www.oise.utoronto.ca/ro

For more information, please contact the Department of Human Development and Applied Psychology at 416-978-1616. The department website is www.oise.utoronto.ca.

For registration information contact:

Christine Dunlop, Registrar
416-978-1616
cdunlop@oise.utoronto.ca

Academic Information

Child Study and Education

Admission: 416-978-4444
icsinfo@oise.utoronto.ca

Developmental Psychology and Education

Admission: 416-978-9999
dp@oise.utoronto.ca

Developmental Science, Collaborative Program and Neuroscience Collaborative Program

Admission: 416-978-9999
dp@oise.utoronto.ca

School and Clinical Child Psychology

Admission: 416-978-9999
sc@oise.utoronto.ca

Programs and Admissions Coordinator

Admission: 416-978-9917
ca@oise.utoronto.ca

Chair of the Department

Esther Geva, Ph.D. (Toronto)

Associate Professor



Associate Chair of the Department

Earl Woodruff, Ph.D. (Toronto)

Associate Professor, Cross-Cultural Studies, and Director of the Centre for the Study of Language Acquisition



Faculty

Mary Louise Arnold, Ed.D. (Harvard)

Associate Professor



Janet W. Astington, Ph.D. (Toronto)

Professor, Cross-Cultural Studies, and Director of the Centre for the Study of Language Acquisition



Ming Chen-Bumgardner, Ph.D. (Illinois)

Assistant Professor



Ruth Childs, Ph.D. (North Carolina)

Associate Professor



Carl Corter, Ph.D. (North Carolina)

Professor, Department of Psychology, and Director of the Centre for the Study of Language Acquisition



Joseph Ducharme, Ph.D. (Toronto)

Associate Professor



Michel Ferrari, Ph.D. (UQAM)

Associate Professor, Department of Psychology



Guanglei Hong, Ph.D. (Michigan)

Assistant Professor



Jenny Jenkins, Ph.D. (London)

Professor, Cross-Cultural Studies, and Director of the Centre for the Study of Language Acquisition



Steven Katz, Ph.D. (Toronto)

Senior Lecturer



Kang Lee, Ph.D. (New Brunswick)

Professor, Department of Psychology, and Director of the Centre for the Study of Language Acquisition



Marc Lewis, Ph.D. (Toronto)

Professor



Nancy Link, Ph.D. (Toronto)

Senior Lecturer, Department of Psychology, and Director of the Centre for the Study of Language Acquisition



Rhonda Martinussen, Ph.D. (Toronto)

Assistant Professor



Hazel McBride, Ph.D. (Toronto)

Senior Lecturer



Joan Moss, Ph.D. (Toronto)

Associate Professor



Janette Pelletier, Ph.D. (Toronto)

Associate Professor



Michal Perlman, Ph.D. (Waterloo)

Assistant Professor



Joan Peskin, Ph.D. (Toronto)

Assistant Professor



Michele Peterson-Badali, Ph.D. (Toronto)

Associate Professor, cross-appointed to the Centre for Learning and Cognition



Katreena Scott, Ph.D. (Western)

Associate Professor



Rosemary Tannock, Ph.D. (Toronto)

Professor



Richard Volpe, Ph.D. (Alberta)

Professor



Judith Wiener, Ph.D. (Michigan)

Professor



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

Professor



Richard Wolfe, (Wisconsin)

Associate Professor



Associated Faculty

Lesley Atkinson, Ph.D. (York)

Research Assistant Professor, Centre for Education and Instructional Technology

Judith Bernhard, Ph.D. (Toronto)

Professor, Psychology

Jessica Brian, Ph.D. (York)

Associate Professor, Psychology, Centre for Learning and Cognition

Alister Cumming, Ph.D. (Toronto)

Professor, Psychology, Centre for Learning and Cognition

Judith Friedland, Ph.D. (Toronto)

Professor, Psychology, Centre for Learning and Cognition

Martha Friendly, Ph.D. (Connecticut)

Professor, Psychology, Centre for Learning and Cognition, Centre for Education and Instructional Technology

Joan Grusec, Ph.D. (Stanford)

Professor, Psychology, Centre for Learning and Cognition

Charles Helwig, Ph.D. (University of California at Berkeley)

Associate Professor, Psychology, Centre for Learning and Cognition

Aeenat Janmohamed, M.Ed. (Toronto)

Executive Director, Institute for Learning and Cognition

Daniel Keating, Ph.D. (Johns Hopkins)

Professor, Psychology

Sherri MacKay, Ph.D. (Toronto)

Assistant Professor, Psychology, Centre for Learning and Cognition

Katharina Manassis, M.D. (Toronto)

Associate Professor, Psychology, Centre for Learning and Cognition

Chris Moore, Ph.D. (Cambridge)

Professor, Psychology

Joanne Rovet, Ph.D. (Toronto)

Professor, Psychology, Centre for Learning and Cognition

Marlene Scardamalia, Ph.D. (Toronto)

Professor, Psychology, Centre for Learning and Cognition

Russell Schachar, Ph.D. (Toronto)

Professor of Psychology and Psychiatry, University of Toronto
Senior Scientist, Research Institute for Children, Youth & Families

Glenn Schellenberg, Ph.D. (Cornell)

Associate Professor of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)

Professor of Psychology, University of Toronto at Scarborough

Keith Stanovich, Ph.D. (Michigan)

Professor of Psychology, University of Michigan
Executive Director, Center for Research in Education

Anthony Toneatto, Ph.D. (McGill)

Assistant Professor of Psychology, University of Guelph
Associate Professor of Psychology, University of Toronto

Sandra Trehub, Ph.D. (McGill)

Professor of Psychology, University of Toronto at Mississauga

David A. Wolfe, Ph.D. (South Florida)

Professor of Psychology and Psychiatry, University of Toronto

James Worling, Ph.D. (Toronto)

Consultant, Psychology

Philip D. Zelazo, Ph.D. (Yale)

Associate Professor of Psychology, University of Toronto

Kenneth Zucker, Ph.D. (Toronto)

Professor of Psychology, University of Toronto

Adjunct Clinical Supervisors (School and Clinical Child Psychology Program)

Andrea Adams, Ph.D. (York)

Psychologist, Toronto District Council

Janice Baker, Ph.D. (Toronto)

Psychologist / Educational Consultant, District Council

Art Caspary, Ph.D. (Waterloo)

Executive Director, Inc-Sector, Entrepreneurial Institute

Rex Collins, Ph.D. (Toronto)

Executive Director, iOw Centre

Marcus Feak, Ph.D. (Toronto)

Psychologist, Entrepreneurial Institute

Joanne Henderson, Ph.D. (Toronto)

Psychologist, Entrepreneurial Institute

Margaret James, M.A. (Auckland)

Psychological Consultant, Toronto District Council

Anne Johnson, M.A. (York)

Psychologist, Toronto District Council

Alisa Kenny-Bridgman, Ph.D. (Toronto)

Psychologist, nter

Peter Mallouh, Ph.D. (Toronto)

Psychologist, Toronto District Council

Fran Mastovas, Dip. C.S. (Toronto)

Psychological Consultant, Toronto District Council

Mona McLean, Ph.D. (Toronto)

Consultant, Psychology, Toronto District Council

Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)

Psychologist, nter

Michelle Neufeld, Ph.D. (Toronto)

Psychologist, nter

Susannah Power, Ph.D. (Toronto)

Psychologist / Educational Consultant, Toronto District Council

Lorna Sugar, Ph.D. (York)

Psychologist, nter

Deborah Urquhart, M.A. (Toronto)

Psychologist, Toronto District Council

Diane Warling, Ph.D. (Toronto)

Psychologist, nter

Christine Wasson, Ph.D. (Toronto)

Psychologist / Educational Consultant, Toronto District Council

Steve Webne, Ph.D. (Auburn)

Psychologist, nter

Pamela Wilansky-Traynor, Ph.D. (York)

Psychologist, Entrepreneurial Institute

Susan Yabsley, Ph.D. (University College, London)

Psychologist, nter

Debby Weig, Ph.D. (Minnesota)

Coordinator, nter

Child Study and Education Practicum

Coordinator

Donna Turner, Toronto

Laboratory School Staff

Base at the Institute of Education, Toronto

Dr. Janet Gore, Toronto

Dr. Marie Perle, Toronto

Dr. Ronnie Ross, Toronto

Dr. Rosemary O'Neil, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

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Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

University Professor Emeritus

Dr. Robert L. Stein, Toronto

Professors Emeriti

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

Dr. Robert L. Stein, Toronto

General Department Admission

Information

See the sections on specific admission requirements.

Students are selected on the basis of academic standing in letters of recommendation, test scores, and relevant experience.

It is the expectation of the Department that students do not ordinarily consider applications for admission to the program until they have completed their undergraduate studies.

Students are encouraged to explore different experiences in a career. Applicants are strongly encouraged to explore the role of the teacher in the field. The Department does not support requests to transfer between programs.

Statement of Intent

Applicants for the program must include a statement of intent. The statement should be a research statement of one or two pages describing their research experience and interests and how they will contribute to the field. Applicants should also include a list of potential supervisors whose research interests are similar to the research interests identified in their statement of intent. Applicants for the program must write a statement describing their interests, accomplishments, and aspirations in the field.

For information about financial support for students see pages 6-7.

Interdepartmental Research Area

The Nature and Development of Literacy

Research areas are in place for students to focus on this research area which crosses departmental boundaries. See page 19 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in child study and education which includes a summer term for a 6-semester program.

The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education. The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education.

The program introduces students to the current issues in the field of child study and education. The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education.

The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education. The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education.

NOTE: The requirements for admission to the program are as follows: Ontario teachers in Ontario are eligible to apply for admission to the program. Ontario teachers in Ontario are eligible to apply for admission to the program.

Admission Requirements

Admission to the two-year program requires an undergraduate student to apply to the University of Toronto. The program is designed to provide students with a successful teaching experience and an understanding of the current issues in the field of child study and education.

Applicants should include a letter of recommendation in addition to the standard application requirements.

1. A list of previous work experiences with children and their education and whether they were on a paid or volunteer basis.

A statement of interest in the program and a list of relevant work with children and research interests relevant to the program.

NOTES

1. Applicants to the Master of Arts in Child Study and Education Program are advised that a photocopy of a Canadian Certificate of Birth is required for a person who was not born in Canada. Documents showing the basis upon which the individual is resident in Canada include a passport, a driver's license, or a birth certificate. However, these documents are not sufficient. It is required that a photocopy of a certificate of Canadian citizenship is not required at the time of application but a photocopy of the same is required.

Criteria for recording the results of certification for the Ontario Teacher's Association are as follows: in the first and second year of the program, the average score in the program.

Entry Requirements

The two-year program requires a successful completion of the equivalent of 16 academic courses including a minimum of two first-year students with a minimum average of 65% in the first year of the program. The minimum average is 65% for the first year of the program. The minimum average is 65% for the first year of the program.

First Year Courses

In addition to the two elective courses, the following requirements are to be met:

1. The student must be a resident of Ontario.

2. The student must be a resident of Ontario.

3. The student must be a resident of Ontario.

NOTE: Students without undergraduate courses in child study and education are eligible to apply for admission to the program. Students without undergraduate courses in child study and education are eligible to apply for admission to the program.

Developmental Psychology and Education Program

This program provides an opportunity for students to construct an overall understanding of the developmental processes and the influence of the environment on behavior. The program includes a variety of courses in the areas of child development, learning, and social interaction. The program also includes a research component. The program is designed to provide students with a solid foundation in the field of developmental psychology and education. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Master of Arts

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Admission Requirements

Applicants are required to have a minimum grade point average of 2.0 in all courses taken at the university. Applicants must also have completed a minimum of 60 credit hours of university coursework. Applicants must also have completed a minimum of 12 credit hours of psychology coursework. Applicants must also have completed a minimum of 6 credit hours of education coursework. Applicants must also have completed a minimum of 3 credit hours of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework. Applicants must also have completed a minimum of 1 credit hour of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework.

Prerequisite Requirements

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Required Courses

- 1. Research Methods in Psychology
- 2. Developmental Psychology
- 3. Learning and Cognition
- 4. Social Interaction
- 5. Research in Psychology
- 6. Statistics
- 7. Research in Psychology
- 8. Statistics
- 9. Research in Psychology
- 10. Statistics

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Master of Education

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Admission Requirements

Applicants are required to have a minimum grade point average of 2.0 in all courses taken at the university. Applicants must also have completed a minimum of 60 credit hours of university coursework. Applicants must also have completed a minimum of 12 credit hours of psychology coursework. Applicants must also have completed a minimum of 6 credit hours of education coursework. Applicants must also have completed a minimum of 3 credit hours of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework. Applicants must also have completed a minimum of 1 credit hour of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework.

Prerequisite Requirements

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Doctor of Philosophy

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

The program is designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields. The program is also designed to provide students with the skills and knowledge necessary to enter the workforce in a variety of fields.

Admission Requirements

Applicants are required to have a minimum grade point average of 2.0 in all courses taken at the university. Applicants must also have completed a minimum of 60 credit hours of university coursework. Applicants must also have completed a minimum of 12 credit hours of psychology coursework. Applicants must also have completed a minimum of 6 credit hours of education coursework. Applicants must also have completed a minimum of 3 credit hours of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework. Applicants must also have completed a minimum of 1 credit hour of research coursework. Applicants must also have completed a minimum of 1 credit hour of statistics coursework.

Students who enter the program with a minimum grade point average of 2.0 in their previous post-secondary education are eligible to apply for admission to the program. Students who do not meet this requirement may be required to complete additional courses before being eligible for admission. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis.

Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis.

Prerequisite Requirements

Students must complete the prerequisite courses listed below before enrolling in the program. Students must complete the prerequisite courses listed below before enrolling in the program. Students must complete the prerequisite courses listed below before enrolling in the program.

Prerequisite courses for the program include: English 101, English 102, and Mathematics 101. Prerequisite courses for the program include: English 101, English 102, and Mathematics 101. Prerequisite courses for the program include: English 101, English 102, and Mathematics 101.

English 101, English 102, and Mathematics 101.

plus

Students must also complete the prerequisite courses listed below before enrolling in the program. Students must also complete the prerequisite courses listed below before enrolling in the program. Students must also complete the prerequisite courses listed below before enrolling in the program.

Students must take two additional courses for the program. Students must take two additional courses for the program. Students must take two additional courses for the program.

Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis.

Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis. Students who are currently enrolled in a program at a post-secondary institution may be eligible for admission to the program on a conditional basis.

Collaborative Programs

Developmental Science

Collaborative Program

The Collaborative Program in Developmental Science is a joint program between the Department of Psychology and the Department of Education. It is designed for students who are interested in research careers in developmental science. This program is a joint program between the Department of Psychology and the Department of Education. It is designed for students who are interested in research careers in developmental science. This program is a joint program between the Department of Psychology and the Department of Education. It is designed for students who are interested in research careers in developmental science.

NOTE: This program is an option for students who are interested in research careers in developmental science.

Master of Arts

Admissions Requirements

Applicants must have completed one of the following arts and sciences programs: Bachelor of Arts in Psychology, Bachelor of Arts in Education, Bachelor of Arts in Human Services, Bachelor of Arts in Social Work, Bachelor of Arts in Health, Behavior, and Society, Bachelor of Arts in Human Development and Applied Psychology, Bachelor of Arts in Psychology, Bachelor of Arts in Education, Bachelor of Arts in Human Services, Bachelor of Arts in Social Work, Bachelor of Arts in Health, Behavior, and Society, Bachelor of Arts in Human Development and Applied Psychology.

Prerequisite Requirements

In addition to courses required for the arts and sciences program, students must complete the following prerequisite courses: Psychology 101, Psychology 102, Psychology 103, Psychology 104, Psychology 105, Psychology 106, Psychology 107, Psychology 108, Psychology 109, Psychology 110, Psychology 111, Psychology 112, Psychology 113, Psychology 114, Psychology 115, Psychology 116, Psychology 117, Psychology 118, Psychology 119, Psychology 120.

Required Courses

1. Psychology 101: Introduction to Psychology
2. Psychology 102: Biological Psychology
3. Psychology 103: Cognitive Psychology
4. Psychology 104: Developmental Psychology
5. Psychology 105: Educational Psychology
6. Psychology 106: Health, Behavior, and Society
7. Psychology 107: Human Development and Applied Psychology
8. Psychology 108: Psychology
9. Psychology 109: Education
10. Psychology 110: Human Services
11. Psychology 111: Social Work
12. Psychology 112: Health, Behavior, and Society
13. Psychology 113: Human Development and Applied Psychology
14. Psychology 114: Psychology
15. Psychology 115: Education
16. Psychology 116: Human Services
17. Psychology 117: Social Work
18. Psychology 118: Health, Behavior, and Society
19. Psychology 119: Human Development and Applied Psychology
20. Psychology 120: Psychology

Doctor of Philosophy

Admissions Requirements

Applicants must have completed one of the following arts and sciences programs: Bachelor of Arts in Psychology, Bachelor of Arts in Education, Bachelor of Arts in Human Services, Bachelor of Arts in Social Work, Bachelor of Arts in Health, Behavior, and Society, Bachelor of Arts in Human Development and Applied Psychology, Bachelor of Arts in Psychology, Bachelor of Arts in Education, Bachelor of Arts in Human Services, Bachelor of Arts in Social Work, Bachelor of Arts in Health, Behavior, and Society, Bachelor of Arts in Human Development and Applied Psychology.

Required Courses

1. Psychology 101: Introduction to Psychology
2. Psychology 102: Biological Psychology
3. Psychology 103: Cognitive Psychology
4. Psychology 104: Developmental Psychology
5. Psychology 105: Educational Psychology
6. Psychology 106: Health, Behavior, and Society
7. Psychology 107: Human Development and Applied Psychology
8. Psychology 108: Psychology
9. Psychology 109: Education
10. Psychology 110: Human Services
11. Psychology 111: Social Work
12. Psychology 112: Health, Behavior, and Society
13. Psychology 113: Human Development and Applied Psychology
14. Psychology 114: Psychology
15. Psychology 115: Education
16. Psychology 116: Human Services
17. Psychology 117: Social Work
18. Psychology 118: Health, Behavior, and Society
19. Psychology 119: Human Development and Applied Psychology
20. Psychology 120: Psychology

NOTE: Students will also be required to attend a series of seminars.

NOTE: Upon completion of the program, students will receive a transcript with a notation of the arts and sciences program in addition to the degree.

Collaborative Program in Neuroscience

The Collaborative Program in Neuroscience is a joint program between the Department of Psychology and the Department of Neuroscience. It is designed for students who are interested in research careers in neuroscience. This program is a joint program between the Department of Psychology and the Department of Neuroscience. It is designed for students who are interested in research careers in neuroscience. This program is a joint program between the Department of Psychology and the Department of Neuroscience. It is designed for students who are interested in research careers in neuroscience.

1 Introduction to Communication and Individual Differences

1 Statistics and Evaluation of Research in Psychology

Required courses to be taken in the second year are:

1 Statistics and Evaluation of Research in Psychology

1 Psychology of Learning and Memory

Required course to be taken in the first or second year is:

1 Research Methods in Psychology

In consultation with their advisors, students are also

required to take one of the following courses on condition that they are available in the year:

1 Psychology of Learning and Memory

1 Psychology of Development

1 Psychology of Learning and Memory

1 Psychology of Learning and Memory

For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses.

Director of Philosophy

The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program.

Admission Requirements

Admission to the program requires a minimum grade point average of 2.0 in all courses taken in the first year. Admission to the program requires a minimum grade point average of 2.0 in all courses taken in the first year. Admission to the program requires a minimum grade point average of 2.0 in all courses taken in the first year.

OTE: For students in the program, the following courses are required to be taken in addition to the other required courses. For students in the program, the following courses are required to be taken in addition to the other required courses.

For students in the program, the following courses are required to be taken in addition to the other required courses. For students in the program, the following courses are required to be taken in addition to the other required courses.

Required Requirements

The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program.

For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses.

For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses.

For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses.

Required Courses

The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program. The following courses are required for students who are not taking the required course in their undergraduate program.

For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses. For students who are not taking the required course in their undergraduate program, the following courses are required to be taken in addition to the other required courses.

plus

one course in each of the following areas is required for students who are not taking the required course in their undergraduate program. one course in each of the following areas is required for students who are not taking the required course in their undergraduate program.

OTE: For students taking two elective courses, it is recommended that one of these elective courses be an advanced statistics course.

In addition to these requirements, students who are not a candidate for a graduate or graduate course in history or social sciences must take four elective credits in the social sciences at the university or Ontario. Students will take all of the following elective credits at the university or graduate level. Please consult our academic advisor for more information.

The Role of Psychologists of Ontario and Preparation for Professional Practice

Students who are interested in professional practice in social sciences must take the following

elective credits in the province of Ontario is required under the regulations of the Ontario Association of Professors of Psychology or the Ontario Association of Professional Psychologists. The Ontario Association of Professional Psychologists is required to take the following social science credits in Ontario. Elective credits can include or be in addition to social science credits in Ontario. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits.

Further information is available from:

Elective credits in social science are required to meet the academic requirements or be in addition to social science credits. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits. Elective credits in social science are required to meet the academic requirements or be in addition to social science credits.

Courses

The following list demonstrates the range of courses available within the department. Not all of the courses listed are offered in an in-person format. Please consult the course catalogue for current schedule courses.

This course is identical with the departmental elective credit.

F1200 Foundations of Human Development and Education

Students who are interested in two questions that address the influences of environment on this course we are also interested in a further question that is the role of education in human development. This course will provide an opportunity for students to construct an overview of the development of education and to introduce to the main areas of expertise on the subject.

F1201 Child and Adolescent Development

This course addresses issues and developmental changes in children and adolescents in the early childhood period. The early childhood period is the period between birth and age five. The early childhood period is the period between birth and age five. The early childhood period is the period between birth and age five. The early childhood period is the period between birth and age five.

F1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course reviews foundational statistics necessary for the successful completion of the thesis. The primary focus will be to provide a solid foundation for drawing conclusions from quantitative data and to provide a solid foundation for drawing conclusions from quantitative data. The primary focus will be to provide a solid foundation for drawing conclusions from quantitative data. The primary focus will be to provide a solid foundation for drawing conclusions from quantitative data.

F1211 Psychological Foundations of Early Development and Education

This course examines research on the social foundations of early childhood and relates those foundations to practice in the early childhood years. The early childhood years are the years from birth to age five. The early childhood years are the years from birth to age five. The early childhood years are the years from birth to age five. The early childhood years are the years from birth to age five.

F12I Psychological Assessment of School-Aged Children

This course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement and special abilities. Topics will include the history of intelligence testing, current issues surrounding the assessment process, basic statistical concepts related to psychometric test administration and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests.

Work areas include:

- Review of common test protocols and criteria for test administrations.

Prerequisite: This course is limited to students in the second and third year of the program.

F12IV Psychoeducational Assessment

This course provides an introduction to the use of intelligence testing, academic tests, special abilities and achievement tests within the context of a practical assessment in the classroom in a socio-educational context. Topics focus on the development of assessment and clinical interview test interpretation and report writing for a consultation.

Prerequisite: This course is limited to students in the second and third year of the program.

F12I Foundations of Proactive Behavioural and Preventive Behavioural Intervention in Children

This course provides a basic overview of current evidence-based approaches to the identification and early intervention of children with special needs in a clinical and educational context. Topics include the identification of children with special needs and the early intervention process. Topics include the identification of children with special needs and the early intervention process. Topics include the identification of children with special needs and the early intervention process.

F12I Seminar and Practicum in Assessment

This course supports and monitors the development of students' clinical skills assessment and intervention in the field. Practicums are scheduled on alternate weeks or evenings. The focus is on issues related to differential diagnosis and clinical practice.

NOTE: Students on an individual basis should consult with their instructor to arrange a practicum placement.

Prerequisite: 111, 116, 119, 110 or equivalent and permission of instructor.

F1219 Ethical Issues in Applied Psychology

This course provides students with an overview of ethical and professional issues as they relate to the practice of psychology. Current regulatory codes of ethics in Ontario and its implications for practice are reviewed. The analysis of ethical dilemmas and scenarios is used to explore professional conduct and the role of ethics in the practice of psychology. Topics include the role of ethics in the practice of psychology.

Students are encouraged to assist practitioners with ethical issues as they arise and practice with a variety of cases and issues in the context of a seminar-discussion.

F1220 Introduction to School and Clinical Child Psychology

This course is intended to provide students in the second and third year of the program with a foundation in the current issues of the field of child and adolescent psychology. Topics include the identification of children with special needs and the early intervention process. Topics include the identification of children with special needs and the early intervention process.

NOTE: Students on an individual basis should consult with their instructor to arrange a practicum placement.

F12 Foundations of Preventive Science

This course provides a basic overview of current evidence-based approaches to the identification and early intervention of children with special needs in a clinical and educational context. Topics include the identification of children with special needs and the early intervention process.

F12 V. Developmental Psychopathology

This course is to provide students with a basic understanding of child and adolescent development, normal and abnormal behavior patterns in children and adolescents. We will treat the work in the field of child and adolescent disorders as central to our understanding of these disorders and discuss the etiological issues in the field of child and adolescent disorders. We will use the current research in the field of child and adolescent disorders to inform our understanding of these disorders and discuss the etiological issues in the field of child and adolescent disorders.

OTE: Students must attend all lectures and seminars. Students must also attend the instructor's office hours.

F12 : Development and Learning

This course will cover theories and research on development and learning. We will discuss the role of genetics, environment, and experience in the development of the child. We will also discuss the role of learning in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12 Special Topics in Human Development and Applied Psychology, Master's level

This course is designed to provide students with a deep understanding of a specific area of human development and applied psychology. We will discuss the current research in the field and discuss the implications for practice. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12. I. Outcomes of Early Education and Child Care

This course will discuss the outcomes of early education and child care. We will discuss the role of early education in the development of the child. We will discuss the role of child care in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12 V. Child Abuse, Intervention and Prevention

This course will discuss the nature and consequences of child abuse. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12 9. Child and Family Relationships - Implications for Education

This course will discuss the connections between family and education. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12V0. Children's Psychology and the Family

This course will discuss the role of the family in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

OTE: This is not intended as a law course but to acquaint students with the practice of law.

F12V Social and Personality Development

This course will discuss current issues in research in social and personality development. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

F12 2. Play and Education

This course will discuss the role of play in education. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child. We will discuss the role of the child's environment in the development of the child. We will discuss the role of the child's experiences in the development of the child.

OTE: This course is intended for students with an interest in child and family relationships. Students must see the instructor to register.

F12 9 Preventative Interventions for Children at Risk

This course examines evidence-based methods to prevent or reduce the risk of children and adolescents with emotional and behavioral problems. The course covers the identification of children at risk, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

F12 10 Psychology and Education of Children and Adolescents with Behavioral Disorders

This course examines the characteristics of children and adolescents with behavioral disorders and the role of the school in their education. The course covers the identification of children with behavioral disorders, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

F12 11 Psychology and Education of Children and Adolescents with Learning Disabilities

This course examines the characteristics of children and adolescents with learning disabilities and the role of the school in their education. The course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

F12 12 Introduction to Applied Statistics

This course is an introduction to quantitative research methods. The course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

F12 13 Intermediate Statistics and Research

This course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

Prerequisite: 100 or equivalent.

F12 9 Multivariate Analysis with Applications

This course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

Prerequisite: 100 or equivalent.

F1291 Causal Inference and Structural Equation Modeling

This course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

Prerequisite: 100 or equivalent.

F1292 Test Theory

This course covers the identification of children with learning disabilities, the role of the family and school, and the use of evidence-based interventions. The course also covers the role of the teacher and the importance of a collaborative approach.

OTE: This course is intended for individuals who are interested in a career in education and social services. Students must see the instructor to register.

Prerequisite: 100 or equivalent.

F129 Applied Research Design and Data Analysis

This course is intended for graduate students. There are two main activities. The first is cooperative critical analysis of research designs and data analysis based on original work of students in the course. The second is discussion of selected topics in research design and data analysis. The second activity is a research design seminar. The seminar is a series of presentations on research design and data analysis.

OTE: Students who are re-enrolling must be 27 years of age before enrolling in this course.

Prerequisite: 1 hour of instruction in Statistics

F1299 Language Acquisition and Development

This course is a comprehensive overview of language acquisition and development from birth to adolescence. Topics covered include speech perception, learning syntax, development of discourse, communication competence at the cultural level, and theoretical explanations in developmental psychology.

F2200 Child Study, Observation, Evaluation, Reporting and Research

This course is designed for students who are currently enrolled in a master's program in the field of education. The course is a comprehensive overview of child study, observation, evaluation, reporting and research. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of child study.

OTE: This course is not available to students in the field of education.

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F2201 Childhood Education Seminar

This seminar is a learning interaction between adults and children in a research-oriented environment. The seminar is designed to provide students with the knowledge and skills necessary to conduct research in the field of childhood education. The seminar is designed to provide students with the knowledge and skills necessary to conduct research in the field of childhood education.

OTE: This course is not available to students in the field of education.

F2202 Childhood Education Seminar II: Advanced Teaching

This seminar is a learning interaction between adults and children in a research-oriented environment. The seminar is designed to provide students with the knowledge and skills necessary to conduct research in the field of childhood education. The seminar is designed to provide students with the knowledge and skills necessary to conduct research in the field of childhood education.

OTE: This course is not available to students in the field of education.

F2210 Introduction to Curriculum I: Core Areas

This course is a comprehensive overview of the core areas of curriculum theory and practice. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of curriculum theory and practice. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of curriculum theory and practice.

OTE: This course is not available to students in the field of education.

F2211 Theory and Curriculum I: Language and Literacy

This course is a comprehensive overview of the theory and practice of language and literacy. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of language and literacy. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of language and literacy.

OTE: This course is not available to students in the field of education.

F2212 Theory and Curriculum II: Mathematics

This course is a comprehensive overview of the theory and practice of mathematics. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of mathematics. The course is designed to provide students with the knowledge and skills necessary to conduct research in the field of mathematics.

OTE: This course is not available to students in the field of education.

F2220 Teaching Practicum

This practicum is a learning interaction between adults and children in a research-oriented environment. The practicum is designed to provide students with the knowledge and skills necessary to conduct research in the field of teaching. The practicum is designed to provide students with the knowledge and skills necessary to conduct research in the field of teaching.

OTE: This course is not available to students in the field of education.

F2221 Advanced Teaching Practicum (Fast-Hail)

This course is a 10-week practicum for students carrying out a winter term or a total practicum course. It is a supervised teaching experience on-site at a student teaching site. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

OTE: This course is open to students in the 1st, 2nd, and 3rd years of the program.

F2220 Learning Programs

This course consists of a sequence of learning activities carried out over a ten-week period. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

OTE: This course is not available to students in the 1st, 2nd, and 3rd years of the program.

F2222 Individual Learning and Research in Human Development and Applied Psychology Master's Level

This course is an elective in the direction of a student's focus in the program. It is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F2223 Technology for Adaptive Instruction and Special Education

This course will evaluate the potential of microcomputer-based technology in various teaching environments. The focus is on the use of a variety of assistive technologies as a tool to increase the effectiveness of teaching and learning for students with disabilities in the classroom. The course is suitable for students in the field of special education. The course is suitable for students in the field of special education.

F2220 Introduction to Special Education and Adaptive Instruction

This course provides an overview of current issues related to identification and intervention for students with disabilities. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

This course provides an overview of current issues related to identification and intervention for students with disabilities. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F2224 Psychology and Education of Gifted Children and Adolescents

This course provides an overview of current issues related to identification and intervention for students with disabilities. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F2225 Effective Teaching and Analysis of Instruction

This course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F2292 Assessment for Instruction

This course provides an overview of current issues related to identification and intervention for students with disabilities. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F2293 Interpretation of Educational Research

This course provides an overview of current issues related to identification and intervention for students with disabilities. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

F229V Learning and Writing Difficulties

This course focuses on the identification and intervention in the area of reading and writing difficulties. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting. The course is designed to provide students with a variety of experiences in a classroom setting.

OTE: This course is a prerequisite for the instructor's role. It is a prerequisite for the instructor's role. It is a prerequisite for the instructor's role. It is a prerequisite for the instructor's role.

F 200 Research Froseminar on Human Development and Applied Fsycholo y

This course provides a doctoral-level overview of the current research in human development. The course students are expected to be a sufficient knowledge of the historical theories of development and the current research in human development.

F 201 Qualitative research methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methods and techniques. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 202 Children's Theory of Mind

This course provides a critical review of the current research in the theory of mind. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 203 Contemporary History and Systems in Human Development and Applied Psychology

This course provides a critical review of the current research in the history and systems in human development. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 204 Social and Moral Development

This course provides a critical review of the current research in the social and moral development. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

interpersonal relationships. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 209 Psychology of Language and Literacy

This course provides a critical review of the current research on the psychology of language and literacy. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 221 Cross-cultural Perspectives on Children's Problems

This course provides a critical review of the current research on the cross-cultural perspectives on children's problems. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 222 Approaches to Psychotherapy Across the Lifespan

This course provides a critical review of the current research on the approaches to psychotherapy across the lifespan. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 223 Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course provides a critical review of the current research on the advanced proactive behavioral and cognitive-behavioral interventions. The course includes a critical analysis of scientific historical and contemporary research methods. The course includes a critical analysis of scientific historical and contemporary research methods.

F 22 Developmental Trajectories and Child Environments

This course will consider developmental trajectories and environmental influences on child development. We will examine recent theoretical research on developmental trajectories and environmental influences on child development. We will also examine the role of environmental influences on child development.

OTE: Open to students in the ... or ... in ...
... t ... er ... sion o ... e instructor.

F 22V Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. We will examine the use of research methods and statistics in research content. We will also examine the use of research methods and statistics in research content.

Prerequisite: The graduate course in quantitative analysis and dissertation of the instructor.

F 22 Multi-level Modeling in Social Scientific and Educational Research

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analysis of multi-level and/or longitudinal data.

Students will learn to use multi-level modeling in classroom and school settings. We will examine the use of multi-level modeling in classroom and school settings. We will also examine the use of multi-level modeling in classroom and school settings.

Prerequisite: 1 ... or ... u ... a ent

F 229 Cognition and Emotion in Development

This course will explore theoretical perspectives on the interaction between cognition and emotion in development. We will examine the interaction between cognition and emotion in development. We will also examine the interaction between cognition and emotion in development.

F 20 Understanding Narrative

This course will explore how narrative is read and understood. We will examine the use of narrative in fiction and other genres such as ... We will also examine the use of narrative in fiction and other genres such as ...

F 21 Psychodynamic Bases of Therapy

This course will draw on contemporary scientific theories to provide an overview of clinical work with children and adolescents. We will also examine the use of clinical research on social interaction. We will also examine the use of clinical research on social interaction.

F 2 Special Topics in Human Development and Applied Psychology, Doctoral Level

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F 2.0 Advanced Social and Emotional Assessment Techniques

This practical course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in the diagnosis of emotional experience and social interaction. We will also examine the use of clinical assessment techniques.

Prerequisites: 1 ... or ... u ... a ent an ... 1 ... or ... e ... u ... a ent an ... er ... sion o ... e instructor.

F 2.1 Seminar and Fracticum in Assessment and Intervention with Children (Fast Track)

This course supports and monitors the development of ... We will examine the use of clinical assessment techniques. We will also examine the use of clinical assessment techniques.

OTE: Open to classroom and clinical ... We will examine the use of clinical assessment techniques. We will also examine the use of clinical assessment techniques.

Prerequisite: 1 ... or ... u ... a ent an ... er ... sion o ... e instructor.

F 2.2 Internship in School and Clinical Child Psychology (Fast Track)

This is a 16-hour credit course intended for court-ordered students. Prerequisites: 41 and permission of instructor.

F 2.2 Individual Reading and Research in Human Development and Applied Psychology, Doctoral level

Description as on file.

F 2.2 Systemic Family Therapy

This course is to introduce students to a variety of concepts and interventions or use in the practice of school and clinical psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of real-life case studies and practical exercises.

OTE: This course is open to students in the Psychology Department. Prerequisites: 41 and permission of instructor.

F 2.2 The Psychology of Critical Thinking

This course examines current research and theories on the psychology of critical thinking and the role of critical thinking in education. Recent research in cognitive development and educational psychology will be discussed as a context for evaluating educational efforts to foster critical thinking.

F 2.2 Developmental Psychology

This course will focus on the development of human emotion and perception and the role of attention to the environment in the development of cognitive skills. The role of the environment in the development of individual differences in intelligence and ability will be explored in terms of the role of the environment in the development of individual differences in intelligence and ability.

F 292 Advanced Psychoeducational Assessment and Psychopathology

The purpose of this course is for students to refine their skills in school and clinical assessment and diagnosis with a variety of conventional and social-emotional tools. Theoretical and practical aspects of assessment and diagnosis in the field of school and clinical psychology are discussed in terms of the role of the environment in the development of individual differences in intelligence and ability.

assessments over the course of the academic year using the activities of the course in an educational setting.

OTE: This course is intended for students in counseling and clinical psychology. Prerequisites: 41 and permission of instructor.

Prerequisite: 116 and one of 118 or 119.

F 29. Biological and Psychological Foundations of Intelligence Disorders

This course will focus on current knowledge of various developmental disorders that are first diagnosed in childhood. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed.

OTE: This course is open to students in the Psychology Department. Prerequisites: 41 and permission of instructor.

F 2.1 Assessment and Remediation for Reading and Writing Difficulties

This upper-level course is designed to train and practice to enter in the area of reading and writing difficulties. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed.

OTE: This course is not available to students in the Psychology Department. Prerequisites: 41 and permission of instructor.

F 2.1 Research and Theories of Reading Disability

This course will focus on the current research and theories of reading disability. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed.

F 2.2 Assessment and Intervention in Multicultural Bilingual Contexts

The purpose of this course is to explore the role of the environment in the development of individual differences in intelligence and ability. The role of biological and psychological factors in the etiology and characteristics of these disorders will be discussed.

letter aware and letter re-are or work with in individual situations in cultural and linguistic environments. Students are expected to integrate and apply skills in areas as second language acquisition, learning disabilities, and affective functioning and to consider alternative assessment and intervention practices.

OTE: Open to doctoral students in counseling and instructional sciences on a non-thesis basis.

F 29 Special Topics in Special Education and Adaptive Instruction, Doctoral level

This course is designed for students in a doctoral class setting in special education areas not available in the current semester. For further information see the course syllabus available in the catalog.

Y S12 Cognitive Development and Applications

This course provides an introduction to a variety of topics in cognitive development that are of current interest. Basic knowledge of cognitive development is assumed. The current theories and conceptual changes in infancy, childhood, and adolescence are discussed. The course covers the development of perception, attention, memory, language, and problem solving. The role of cognitive development in social interaction and the onset of social interaction are also discussed. The course is designed for use in a graduate program in psychology or in a related field.

Y S12.9 Social-Emotional Development and Applications

This course will review theories of social and emotional development and their implications for social-emotional growth and mental health. It is intended for students who are interested in the relationships between social and emotional development and mental health. The course will explore the implications of these issues for research and practice in the field of social-emotional development and mental health.

Y S 000 Advanced Methods in Developmental Science []

The aim of this course is to introduce students to advanced methods in developmental science. Prior to taking this course, students will have taken at least one graduate course in research design and statistics in which basic experimental and observational research methods were covered. This course will further introduce students to the most current methods and techniques in developmental science. The course will cover a variety of topics, including experimental, correlational, and qualitative research methods. The course will also cover the application of these methods to research in the field of developmental science.

Y S12.1 Reading in a Second Language

This course will provide students with a better understanding of current issues in reading in a second language. The course will focus on theoretical and practical questions. Theories and research on reading in a second language will be examined in order to provide a better understanding of the process. The course will also cover the role of reading in second language acquisition and the implications for teaching and learning. The course will cover a variety of topics, including experimental, correlational, and qualitative research methods. The course will also cover the application of these methods to research in the field of second language acquisition.

YF 1001 Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary approach to the study of parenting. The course will cover a variety of topics, including developmental, psychological, and sociological perspectives on parenting. The course will also cover the implications of these perspectives for research and practice in the field of parenting. The course will cover a variety of topics, including experimental, correlational, and qualitative research methods. The course will also cover the application of these methods to research in the field of parenting.

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Sociology and Equity Studies in Education (SESE)

Department of Sociology and Equity Studies in Education

Sociology in education is the study of the social context and relations of education. The department offers a unique curriculum in education, an interdisciplinary approach to the study of education, and a focus on social justice and equity. The department is committed to the study of the social context of education, and to the study of the social context of education. The department is committed to the study of the social context of education, and to the study of the social context of education.

The department offers a unique curriculum in education, an interdisciplinary approach to the study of education, and a focus on social justice and equity. The department is committed to the study of the social context of education, and to the study of the social context of education. The department is committed to the study of the social context of education, and to the study of the social context of education.

Academic and departmental information is available on the department website. For more information, please contact the department office.

The department is committed to the study of the social context of education, and to the study of the social context of education. The department is committed to the study of the social context of education, and to the study of the social context of education.

recruitment and etc. For more information, please contact the department office.

General Information

For more information, please contact the department office.

For more information, please contact the department office.

For information about registration contact

For more information, please contact the department office.

Academic and departmental information

For more information, please contact the department office.

For more information, please contact the department office.

Faculty and Coordinating Faculty

Kari Dehli, Ph.D. (Toronto)

Associate Professor

For more information, please contact the department office.

George J. Sefa Dei, Ph.D. (Toronto)

Associate Professor

For more information, please contact the department office.

Tanya Titchkosky, Ph.D. (York)

Assistant Professor of Inator

tan atitc os oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)

Professor of Cross-Cultural Education and Art Education

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Martin Cannon, Ph.D. (York)

Assistant Professor

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Roland Sintos Coloma, Ph.D. (Ohio State)

Assistant Professor

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Margrit Eichler, Ph.D. (Duke)

Professor of Cross-Cultural Education and Art Education

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Diane Farmer, Ph.D. (Toulouse-Le Mirail)

Assistant Professor of Antiracist Research Centre

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Monica Heller, Ph.D. (California at Berkeley)

Professor of Cross-Cultural Education and Art Education

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

Professor of Cross-Cultural Education and Art Education

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C. Paul Olson, M.A. (Princeton)

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Sherene H. Razack, Ph.D. (Toronto)

Professor

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Peter Sawchuk, Ph.D. (Toronto)

Associate Professor

sawc u oise.utoronto.ca

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

Professor of Cross-Cultural Education and Art Education

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D. Alissa Trotz, Ph.D. (Cambridge)

Associate Professor of Cross-Cultural Education and Art Education

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Rinaldo Walcott, Ph.D. (Toronto)

Associate Professor

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Njoki Nathani Wane, Ph.D. (Toronto)

Associate Professor

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Interdepartmental Research Areas

The following research areas are described in the Interdepartmental Research Areas section pages 189 - 191.

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section page 191.

Studies franco-ontariennes en Éducation

See the Interdepartmental Research Areas section page 191.

Gender Equity in Education

See the Interdepartmental Research Areas section page 191.

Earning and Work

See the Interdepartmental Research Areas section page 191.

Women's Studies/Heminist Studies

See the Interdepartmental Research Areas section page 191.

Collaborative Programs

Original Health

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 176.

Comparative, International and Development Education

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 179.

Further information is available from:

the site cside.oise.utoronto.ca
- ai@oise.utoronto.ca

Environmental Studies

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 185.

Ethnic and Pluralism Studies

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 185.

South Asian Studies

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 185.

Women and Gender Studies (WGS)

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 185.

Workplace Learning and Social Change

Students in the Health and Wellness program can participate in the collaborative original health research project. For complete details on the program please see page 187.

Research Requirements

For a complete list of research requirements please see page 187.

The research requirements for the Health and Wellness program are designed to ensure that students have a strong foundation in research methods and data analysis. Students are required to complete a research project as part of their program. The research project can be completed in a variety of ways, including a thesis, a research paper, or a research report. The research project should be completed by the end of the program. For complete details on the research requirements please see page 187.

NOTE: Research projects should be completed by the end of the program. For complete details on the research requirements please see page 187.

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Admission Requirements

Applicants with relevant work experience and/or academic achievements may be considered for admission. Applicants must have a minimum cumulative average of 60% in their undergraduate studies in sociology or a cognate discipline to be eligible for admission to the program.

In addition to the general requirements, applicants must also meet the specific requirements for the program. Applicants are required to submit a letter of intent to the program.

Applicants must demonstrate an interest in the program and a commitment to the field of sociology. Applicants must also demonstrate a minimum cumulative average of 60% in their undergraduate studies in sociology or a cognate discipline. Applicants must also demonstrate a minimum cumulative average of 60% in their undergraduate studies in sociology or a cognate discipline.

NOTE: Applicants should submit a letter of intent to the program. Applicants should also submit a letter of intent to the program.

Applicants should also submit a letter of intent to the program.

Courses

The following courses are required for admission to the program. Applicants should also submit a letter of intent to the program.

NOTE: Graduate Studies Course Schedule

Applicants should also submit a letter of intent to the program.

SES1900 Introduction to Sociology in Education

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

SES1900 Introduction to Sociology in Education

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

SES1902 Introductory Sociological Research Methods in Education

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

SES190 Introduction to Sociological Theory in Education

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

SES190 Qualitative Approaches to Sociological Research in Education

This course provides an introduction to the field of sociology and its application to education. Applicants should also submit a letter of intent to the program.

SES190. Education multilingue et multiculturelle. Analyse sociologique

Le cours est traité comme un séminaire. Le thème est basé sur les théories et les structures analytiques interdisciplinaires de l'éducation et de la culture dans la société canadienne contemporaine. On accorde une attention particulière au concept de multiculturalisme et au rôle des écoles et des universités ainsi qu'aux questions de relations institutionnelles. Les articles seront discutés sous la supervision de l'éducateur. Les rôles sociaux et les rôles des enseignants.

SES1909. Environmental Sustainability and Social Justice I

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés. Les concepts de justice sociale et de justice environnementale sont liés. Les concepts de justice sociale et de justice environnementale sont liés.

SES1911. Sociologie de l'éducation spécialisée

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SES1912. Hubert et la recherche en éducation et culture. Discours de Hubert et la Société

Ce cours introduit les étudiants à la recherche en éducation et à la culture. Les étudiants seront encouragés à discuter de la recherche et à l'utiliser dans leur propre recherche.

SES191. SESE: Earnin' to Succeed in Graduate School (O, E, IT)

Ce cours est conçu pour aider les étudiants à réussir dans leur recherche de maîtrise. Les étudiants seront encouragés à discuter de la recherche et à l'utiliser dans leur propre recherche.

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

SES191. Education and Popular Culture

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

SES1921. The Principles of Anti-racism Education

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

SES1922. Sociology of Race and Ethnicity

Le thème de ce cours est basé sur la justice sociale et l'environnement durable. Les concepts sont interconnectés. Les concepts de justice sociale et de justice environnementale sont liés.

SES192. Racism, Violence and the Law. Issues for Researchers and Educators

Ce cours explore les théories du racisme et de la violence. Les étudiants seront encouragés à discuter de la recherche et à l'utiliser dans leur propre recherche.

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SES19 I. The School and the Community

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SES19 V. Social Relations of Cultural Production in Education

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SES19 2. Women, Diversity and the Educational System

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SES19 Gender, Race and Historical Sociology

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SES19 Women's Earning, Women's Health Movements and the Health Professions

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include discussions on reproduction sexual violence mental health and recreation. The unit education and leisure activities in these areas will evaluate the professional responses to women's health needs and the implications for women in the workplace.

SES19 Diversity and Social Justice Issues in Physical Education, Recreation and Sport

The main objective of the course is to evaluate a critical socio-cultural analysis of interlocking systems of oppression and the intersection of race, class, gender, and ethnicity in physical education, recreation and sport. The unit is an anti-racist analysis which uses a focus on the theoretical implications. The unit includes discussions with invited guest speakers from the community, including those from the LGBTQ+ community and those from the indigenous community. The unit also includes a focus on the intersection of race, class, gender, and ethnicity in the workplace and the implications for the workplace.

SES19 9 Black Feminist Thought

Various discourses theoretical frameworks and ideological approaches have emerged to analyze and critique the intersection of race, class, gender, and ethnicity in the workplace. This course evaluates the utility of these approaches and social representations of the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace.

SES1992 Feminism and Poststructuralism in Education

In this course we will explore the questions raised by feminist poststructuralist writers. These include the nature of power and the subject of the woman in social discourse and the status and effects of the female. The unit is a theoretical framework for the workplace.

SES2910 Changes in Families and Policy Responses for Government and Education

The main objective of the course is to evaluate the impact of recent changes in the family and the implications for the workplace.

SES291. Education, Gender Relations and Masculinity

This course evaluates the historical construction and contemporary representations of masculinity and the implications for the workplace.

SES291 Diversity in Educational and Employment

The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace.

SES29.0 Ethnicity, Racism and Education

This course explores the role of race in the workplace and the implications for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace.

SES29.1 Social Inequalities and Education Theoretical Implications

This course explores the role of social inequalities in the workplace and the implications for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace. The unit is a theoretical framework for the workplace.

SES29.2 Education and Labor

Introduction to critical contemporary studies of relations between the real world of work, or a non-work, and the ideal of work practices with a view to the development of a more equitable unit service work. Special attention will be given to the connection between unemployment and the economy.

SES29.0 Indigenous Peoples and Media. Theory in Decolonization, Cultural Vitality and Self-Determination

Cultural productions in which indigenous peoples are represented resist subordination and are cultural practices in which artists and activists tell their stories and ideas in their own words. Research on these practices will be used to question and challenge the dominant indigenous representation of indigenous peoples in our history and the indigenous representations of indigenous peoples in this course with reference to literature/productions of indigenous authors and artists in stories and productions. An important critical dimension of indigenous history is the writing of their history to indigenous peoples in their own words and the resistance to their writing of their history in their own words and the resistance to their writing of their history in their own words.

SES299 Individual Reading and Research in Sociology and Equity Studies in Education Master's level

Special independent direction of a student's research on topics of particular interest to the student that are not included in the advanced courses. This student may be required to read in the course of the independent work on a research project or in other ways or in other ways or in other ways or in other ways or in other ways.

SES2999 Special Topics in Sociological Research in Education. Social Theory and the Body

This course explores the ways in which contemporary social theory and the body are intertwined. It is a critical examination of the ways in which the body is represented in contemporary social theory and the ways in which the body is represented in contemporary social theory.

course explores the ways in which contemporary social theory and the body are intertwined. It is a critical examination of the ways in which the body is represented in contemporary social theory and the ways in which the body is represented in contemporary social theory.

SES2999 Special Topics in Sociological Research in Education. Indigenous Knowledge and Decolonization. Federal Implications

This seminar will examine indigenous knowledge and its role in transnational and local contexts and the implications for educational practice. It will explore the ways in which indigenous knowledge is used to challenge dominant educational practices and the ways in which indigenous knowledge is used to challenge dominant educational practices.

SES2999 Special Topics in Sociological Research in Education

Courses that will examine in detail to discuss or articulate reference not a research in the relevant course or in the relevant area. The topics will be announced and described in the syllabus of the courses.

SES 900 Advanced Issues in Sociological Research Methods in Education

This course focuses on the use of advanced sociological methods in current research projects and research. The course will examine quantitative and qualitative methods and discuss their relevance to the interrelationship of social science, theory and practice or students in the current work. Students will be expected to discuss in class their own research projects. The class will consider the strengths and limitations of quantitative research and the strengths and limitations of qualitative research.

SES 901 Research Seminar. Theoretical and Methodological Problems in Advanced Sociological Research in Education

This course will provide students with the opportunity to explore and discuss questions of research and social theory.

SES 921. **Language and Social Difference in Education: Comparative Perspectives**

This course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. The focus is on race and ethnic relations. The course also examines how these intersect with questions of gender and class.

SES 929. **Advanced Disability Studies. Transgressive Bodies x Transgressive Methods**

This course focuses on social work that conceives of disability as a socio-political phenomenon. The course is to open to critical inquiry cultural representations of social sensorienta etc variations. Through an interrogation of disability as it is experienced through various ways of transgressive and otherwise in an writing that explore the socio-synicality of disability. The aim is to challenge and/or re-presenting dominant representations of the meaning of transgressive bodies in various social arenas such as medicine and education. The course relies on an teaching critical intertextual and socio-political. Potential to include uncoerced transgressive bodies are to be known and how different intertextual relations can transgress what is said and done to subjects. We will treat disability as a complex and contentious scene of representation where new and revolutionary relations and intertextuality can be examined and transgressed.

SES 90. **Methods to Avoid Sexist, Racist and Ableist Biases in Research**

This course will familiarize the student with a variety of approaches to identifying biases in research based on social hierarchies - the gender, race, class, and ability. The course will examine the ways in which these biases in research can be identified and to recognize them in the literature and how to avoid them in one's own work.

SES 92. **Women and Higher Education**

This course examines students to take a close look at a socio-political perspective at gender relations in higher education. The focus will be on women students and their experiences in universities and colleges. It is understood that gender operates in tandem with race, class and sexual orientation and other sources of identity and position. We will consider questions of access, representation and career opportunities to a tertiary curriculum and a role in accordance with the ways that women's social and institutional re-orientation of other critical issues of their experiences with the university. The focus will be on students' experiences of their social and political orientation. We will examine the ways in which these experiences are shaped by the nature of the social and political environment in which they are situated. We will also examine the ways in which these experiences are shaped by the nature of the social and political environment in which they are situated.

SES 9. **Globalisation and Transnationality. Feminist Perspectives**

This course sees to critically interrogate notions of the transnational in recent feminist theories. Transnational has been used with a variety of meanings and political attributes. The descriptions of the political and economic relations of the creation of subjectivities through the reconstruction of individual ideologies and practices in the contemporary context. This is a course that examines the connections between the local and the global. The course will trace the history of the feminist movement and its relationship to the transnational. The course will also examine the ways in which the feminist movement has been shaped by the local and the global.

SES 9.2. **Innovations in Education. A Comparative Analysis**

This course uses a variety of societies - from the ancient to the modern - to identify factors that have influenced the success or failure of educational practices. We will explore the role of the state in the development of educational systems. The first section of the course examines a set of historical events that have led to the current centralization of education. The second section examines a set of successful educational practices in various nations which are particularly interesting for a social and academic in significant earnings. The section draws on the resources of a range of international research projects and articles. This section will focus on the success stories. In the case of the educators in wealthy nations such as Canada, we will examine the success of their educational practices in the poorer nations.

SES 9. **Sociology of State Formation and General Features of Government**

This course explores two approaches to the study of historical socio-political formation and the role of the state. The course is intended for students who are interested in the socio-political and political subjects in their thesis research and/or who are interested in the ways that the state has influenced the world.

SES 9.9. **Advanced Studies in Learning and the Class Conflict, Labour and Learning in the Information Age**

This research seminar will allow students to pursue thesis-related topics in the field. The focus will be on a critical overview of theories of work, learning, and the nature of the historical contexts of the social and political environment. We will also examine the ways in which these experiences are shaped by the nature of the social and political environment in which they are situated.

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SES 999 Special Topics in Advanced Sociolo ical esearch in Education

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YTE19 2 an uq e culture and Education

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YTE2912 Teachers or classrooms careers cultures and han e

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Theory and Policy Studies in Education (TFS)

The department offers a variety of courses in education consisting of theoretical and practical courses.

Educational Administration

Higher Education

History and Philosophy of Education

The history and philosophy of education program presents a comprehensive overview of the educational administration and higher education systems. The program includes a variety of courses that explore the historical and philosophical foundations of education. The program also includes a variety of courses that explore the practical aspects of education, such as the role of the teacher and the role of the school.

The department also offers a variety of courses in two areas of research.

Comparative, International and Development Education

Graduate Collaborative Program in Women and Gender Studies

The department offers the **Certificate in School Administration** and **as well as an important initial teacher education function.**

Our ability to offer a variety of courses is due to a variety of factors, including the following:

- educational administration
- higher education
- educational research and evaluation
- history of education
- philosophy of education

General Information

For application information and forms visit the **Education website** www.utoronto.ca/education

For more information in our area contact the education office at 4-488 or call 416-978-1648 or email education@utoronto.ca

For information about registration contact

the education office at 4-488 or call 416-978-1648 or email education@utoronto.ca

Academic Information

Educational Administration

the education office at 4-488

Higher Education

the education office at 4-488

History and Philosophy of Education

the education office at 4-488

Chair of the Department

Reva Joshee, Ph.D. (Univ. of British Columbia)

associate professor



Associate Chairs

Megan Boler, Ph.D. (University of California Santa Cruz)

associate professor

John Portelli, Ph.D. (McGill)

professor

Interdepartmental Research Area

Gender Equity in Education

This interdepartmental research area focuses on the practical and professional research on gender equity issues for teachers and educational administrators. It is a national and international research center for the study of gender equity in education. The research area is a collaborative effort between the education office and the research office. The research area is a collaborative effort between the education office and the research office. The research area is a collaborative effort between the education office and the research office.

For more information see page 191 and/or contact

the education office at 4-488 or call 416-978-1648

Collaborative Graduate Degree Programs

Comparative International and Development Education

Program Co-directors

Jaren Andy, University of Toronto
Scott

Sarfraz, University of Toronto

Contact

Website: oide.utoronto.ca

Participating TFS Faculty

Tejinder Singh, University of Toronto
Anis Ahmad, University of Toronto
Anis Ahmad, University of Toronto
Anis Ahmad, University of Toronto

The collaborative programs in comparative international and development education are designed to provide students with a unique and interdisciplinary learning experience. The programs are designed to provide students with a unique and interdisciplinary learning experience. The programs are designed to provide students with a unique and interdisciplinary learning experience.

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For more information, please contact the program directors at the website.

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Courses

For more information, please contact the program directors at the website.

The following is a list of courses offered in the program. The following is a list of courses offered in the program. The following is a list of courses offered in the program.

- 116 Comparative International and Development Education
- 119 International Development Education
- 147 International Development Education
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with the selection of additional courses is available across
 articles in the *Bulletin* or visit the website
http://www.utoronto.ca/ethnicstudies/graduate.htm.

Collaborative Program in Ethnic and Pluralism Studies

The collaborative program in ethnic and pluralism studies at the University of Toronto is one of the leading graduate programs in the world. The program offers students the opportunity to take courses outside of their discipline and work towards an interdisciplinary specialization at the master's or doctoral level. Program success is contingent on the interests and needs of the students. The program is a leading center for research and teaching in the field.

Further information on this collaborative program is available from:

Office of the Director
 University of Toronto
 7th Avenue
 Toronto Ontario M5S 1A5
 Phone: 416 978-4747
 - email: ethnic.studies@utoronto.ca
 website: www.utoronto.ca/ethnicstudies/graduate.htm

Contact information for the program is available at www.utoronto.ca/ethnicstudies/graduate.htm.

Graduate Collaborative Program in Women and Gender Studies (WGS)

The program offers students the opportunity to take courses outside of their discipline and work towards an interdisciplinary specialization at the master's or doctoral level. Program success is contingent on the interests and needs of the students. The program is a leading center for research and teaching in the field. Further information on this program is available in the *Bulletin* or the *School of Graduate Studies Calendar*.

Educational Administration Program

Stephen Anderson, Ph.D. (Toronto)
 Associate Professor and Program Coordinator



Nina Bascia, Ph.D. (Stanford)
 Professor



Joseph Flessa, Ph.D. (California at Berkeley)
 Assistant Professor



Denis Haché, Ph.D. (Montreal)
 Associate Professor



Reva Joshee, Ph.D. (Univ. of British Columbia)
 Associate Professor and Chair



Daniel W. Lang, Ph.D. (Toronto)
 Professor



Kenneth A. Leithwood, Ph.D. (Toronto)
 Professor



Benjamin Levin, Ph.D. (Toronto)
 Professor and Associate Chair



Blair Mascall, Ph.D. (Toronto)
 Associate Professor



Susan Padro, Ph.D. (Florida State)

Associate Professor



John Portelli, Ph.D. (McGill)

Professor of Cross-Cultural Studies and Director of Education



James J. Ryan, Ph.D. (Toronto)

Professor



Wayne Seller, M.Ed. (Lakehead)

Associate Professor of Educational Leadership and Director of the Western Centre for Educational Research and Innovation



Suzanne Stiegelbauer, Ph.D. (Texas)

Associate Professor



Marvin A. Tucker, LL.B (Osgoode), M.Ed. (Toronto)

Associate Professor



Associated Instructors

Avi Hyman, Ed.D. (Toronto)

Academic Director of the Centre for Educational Research and Innovation



Teacher Education Staff

Connie Edwards, Ed.D. (British Columbia)

Lecturer in School of Education and Director of the Centre for Educational Research and Innovation



Ann Lopez, Ph.D. (Toronto)

Instructor in Educational Leadership and Director of the Centre for Educational Research and Innovation



Professors Emeriti

Donald A. Isenhardt, Ontario
Warwick College, Ontario
Teresa M. Lawton, Ontario
John A. Lounsbury, Ontario
John A. Lounsbury, Ontario
John A. Lounsbury, Ontario
John A. Lounsbury, Ontario

Program Mission

The educational administration program is devoted to the study and development of educational leaders in an academic institution. Students are encouraged to focus their attention on courses in one of these four research areas or to explore the interdisciplinary area of educational administration.

Certificate in School Management

The certificate in school management is designed for those who are currently employed in a school system and who wish to pursue a career in educational administration.

Admission and Fees

Admission requirements are as follows: a minimum of two years of experience as a school administrator or two letters of recommendation from a school administrator or two letters of recommendation from a university professor who can attest to the applicant's academic competence. Candidates are required to complete an application form and pay a fee of \$100.

The certificate in school management is a one-year program.

All correspondence and fees should be sent to:

Director of the Program
Tel: 416-978-1111
Email: oise.utoronto.ca

Students are required to complete a minimum of 14 credits in the program. The program is a one-year program.

Program Requirements

Requirements consist of the following: a minimum of 14 credits in the program, two courses related to school management, and two elective courses in educational administration.

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1. The following issues in social education are an important

NOTE: The following 14 and 141 students are the first courses taken in the students' program. The following 141 students are the first courses taken in the students' program.

Students are encouraged to take two units in educational administration. Students are encouraged to focus on one of the four research areas of education in the social sciences.

Students continue to be an important part of the program. The following 141 students are the first courses taken in the students' program.

The following 141 students are the first courses taken in the students' program.

The following 141 students are the first courses taken in the students' program.

The following 141 students are the first courses taken in the students' program.

Off-campus and Distance Education

Courses - (EdNand Certificate students)

The following 141 students are the first courses taken in the students' program.

Further information is available from

The following 141 students are the first courses taken in the students' program.

Director of Education

The following 141 students are the first courses taken in the students' program.

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Admission Requirements

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Regular EdN

The following 141 students are the first courses taken in the students' program.

increasing cooperation and collaborative learning opportunities for students and faculty. The program will be designed to provide students with the knowledge and skills necessary to become effective leaders in the field of education. The program will be designed to provide students with the knowledge and skills necessary to become effective leaders in the field of education. The program will be designed to provide students with the knowledge and skills necessary to become effective leaders in the field of education.

Learning Objectives

- a. Upon completion of the program, students will be able to:
 - 1. Analyze the role of the administrator in the educational process.
 - 2. Evaluate the effectiveness of educational programs and services.
 - 3. Develop and implement a strategic plan for an educational institution.
 - 4. Communicate effectively with various stakeholders.
 - 5. Demonstrate leadership skills in a professional setting.
- b. The program will provide students with the opportunity to gain practical experience through internships and field placements.
- c. The program will be designed to be flexible and responsive to the needs of students and the changing demands of the education sector.
- d. The program will be designed to provide students with the knowledge and skills necessary to become effective leaders in the field of education.

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Further information is available from:

Dr. Jennifer Johnson
 Phone: 416-978-1166
 Email: jjohnson@utoronto.ca

Admission Requirements

The program is open to students who have completed a bachelor's degree in a related field or who have completed a minimum of 60 credit hours of university-level coursework. Students must also have a minimum GPA of 2.5. The program will be designed to provide students with the knowledge and skills necessary to become effective leaders in the field of education.

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Admission Requirements

... The requirements for admission into the graduate program are as follows:

- 1. Core courses are similar to courses...
4. Instructional research...
41. Instructional research...
44. Internship...
47. Research...
...
4. Thesis...

Intake

Intake to the program occurs every two years...

EdN Cohort Program Design

- Year 1 there are three required courses...
Year 2 there are four required courses...
Year 3 there are four required courses...

NOTE: All courses are offered on a...
... to be completed within a...

How this Ed.D. program differs from the Ph.D.:

... The Ed.D. program focuses on...
... research in education...

Master of Arts and Doctor of Philosophy

... The Master of Arts and Doctor of Philosophy...
... are designed to provide students with...

... The program is designed to provide students with...
... a strong foundation in education...

... The program is designed to provide students with...
... a strong foundation in education...

... The program is designed to provide students with...
... a strong foundation in education...

Admission Requirements

... The admission requirements for the...
... program are as follows:

... The admission requirements for the...
... program are as follows:

researchers are required to complete a unit in research prior to a standard satisfaction test. /
 assignments committee. Before an entry in a unit in research project students should first consult the coordinator.

The initial unit in research courses or the
 the research or those who are concerned
 with the art is a -courses. Students with
 essential in educational administration at the
 graduate level are usually required to take either of the
 or two of the -courses.

The general admission and the requirements or
 and the research are set out in the initial unit
 admission and the requirements section pages
 1 - 7.

Requirements

Master of Arts

The research program consists of either a -
 courses and thesis. At least a research courses
 or the research must be completed in the
 educational administration program. The
 courses are selected to those offered in the
 art in other departments or in other
 graduate departments of the University of Toronto.
 Students are required to take the following courses
 1 1 4 and 1 4 1 4 is strongly
 recommended for all the courses chosen or the
 research program will be at the level
 The research courses are elective unless otherwise
 stated in the program of students.

Additional courses may be required of some candidates.
 The is available through the University of Toronto
 studies.

Doctor of Philosophy

The research program is
 a -courses
 4 4 and one elective
 course in educational administration. Students
 who are required to attain an acceptance level
 competence in research
 choose a course in a different area of specialization.
 The research courses are elective unless otherwise
 stated in the program of students.

The research program is

 candidates should be active researchers who demonstrate
 connections between their professional work and their
 research course or between their professional
 work and their research

Students' course selections are not
 it is the student's responsibility to ensure that the selected
 research
 students are encouraged not to concentrate
 course selection on one of the four research areas

 research

. can

Further information is available from:

Telephone: 416-978-1166
 Fax: 416-978-1166
 Email: san.erson@oise.utoronto.ca

Program Research Areas

Educational administration students are encouraged to
 concentrate their coursework in one of our research
 areas

Policy

- 1
- 1 18
- 1 4
- 1 7
- 1 7
- 1 8
- 1 6
- 1 4
- 6
- 18
- 7
- 4

Leadership

- 1 16
- 1 6
- 1 4
- 1 47
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- 46
- 47

Change

- 111. The administrative structure and decision-making processes are educational and educational change.
- 116. The administrative structure and decision-making processes are educational and educational change.
- 147. The administrative structure and decision-making processes are educational and educational change.
- 148. The administrative structure and decision-making processes are educational and educational change.
- 177. The administrative structure and decision-making processes are educational and educational change.
- 147. The administrative structure and decision-making processes are educational and educational change.

Social Diversity

- 119. The administrative structure and decision-making processes are educational and educational change.
- 144. The administrative structure and decision-making processes are educational and educational change.
- 144. The administrative structure and decision-making processes are educational and educational change.
- 146. The administrative structure and decision-making processes are educational and educational change.

Courses

The following list demonstrates the range of courses offered within the educational administration program. Not all of the courses listed are offered in an evening. Each course is identified with the educational administration program. When the course is listed as the first two digits in the course number are 1 or 2.

TFS100. Conducting Research in Educational Administration

This course introduces the strategies, techniques and roles of the researcher in the conduct of research in educational administration. This course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

NOTE: Masters candidates are strongly recommended to take this course toward the end of their program.

TFS100. Research Literacy in Educational Administration

This course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

NOTE: Masters candidates are strongly recommended to take this course at the end of their program.

TFS100. The Computer in Educational Administration

This course provides an introduction to computers in education. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

TFS102. Organizational Culture and Decision-Making

This course provides an introduction to organizational culture and decision-making. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

TFS104. School Program Development and Implementation

This course provides an introduction to school program development and implementation. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

TFS101. Political Skill in the Education Arena

This course provides an introduction to political skill in the education arena. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

TFS109. Diversity and the Ethics of Educational Administration

This course provides an introduction to diversity and the ethics of educational administration. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research. The course is designed for the student who is interested in research.

to administrative practices in education. articulate attention with the relevant issues in areas of race/culture/environmental and social class/national origin/ancestry/sexual orientation/citizenship and social inequalities.

TFS1020 Teachers and Educational Change

This course examines how teachers contribute to and are affected by administrative processes. It also examines the challenges of teachers' classroom strategies and work culture of teachers/teachers' careers/teacher education in school decision-making/relations of teachers/educational commitments to aspects of their professional success and professional ethics and their role in the educational change. The course will be of interest to all entering and senior teachers and to educational administrators.

TFS102 Interpersonal Relations in School Systems

This course examines interaction patterns in school systems. It examines the relationship between the school and the community, the school and the parents, the school and the students, the school and the staff, the school and the society. It also examines the school and the community relations in an attempt to understand the administrative and interpersonal communication in the school system. The course uses various case studies and notes to construct a theoretical framework for the school and the community relations.

TFS102. Critical Conversations. Philosophy of Educational Administration and Educational Policy Studies

This course examines the issues that arise in educational administration and policy studies. It examines the issues that arise in the educational administration and policy studies. It examines the issues that arise in the educational administration and policy studies. It examines the issues that arise in the educational administration and policy studies. It examines the issues that arise in the educational administration and policy studies.

TFS102 School Effectiveness and School Improvement

This course examines the factors that contribute to school effectiveness in school systems. It examines the characteristics of instructional practices and the use of time. It also examines the role of the school in the community and the role of the school in the educational institutions.

TFS102V Evaluation of Professional Personnel in Education

This course examines the issues surrounding the evaluation of teachers and administrators in school systems. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators.

TFS102 La recherche de la 'qualité' et de l'efficacité en 'éducation dans le contexte de l'économie locale

This course examines the issues surrounding the evaluation of teachers and administrators in school systems. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators.

TFS102 The Search for Educational Quality and Effectiveness in a Global Economy

This course examines the issues surrounding the evaluation of teachers and administrators in school systems. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators.

TFS102 Policy Delivery and Schools

This course examines the issues surrounding the evaluation of teachers and administrators in school systems. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators.

TFS1029 Special Applications of the Administrative Process

This course examines the issues surrounding the evaluation of teachers and administrators in school systems. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators. It examines the issues that arise in the evaluation of teachers and administrators.

TFS10.0. The Global Context of Education

This is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

TFS10.1. Planning in Educational Organizations

This is an introduction to educational planning. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

TFS10.0. Educational Administration I. Introduction to Educational Administration. Policy Leadership and Change

This course provides an introduction to educational policy. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

NOTE: Masters candidates are strongly recommended to take this as their first course in their program.

TFS10.1. Educational Administration II. Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which we enter and second order educators work. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

This is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

NOTE: Masters candidates are strongly recommended to take this as their second course after completion of the first year.

TFS10.2. Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration and organization and leadership in educational organizations with multicultural perspectives. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

TFS10.1. Language Policy Across the Curriculum

This course provides an overview of language policy in education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

TFS10.1. Language Change in Classroom Practice

This course explores the meaning of classroom change and the role of teachers in effecting change. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

TFS10.1. Educational Leadership and School Improvement

This is a core course to 147. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education. It is a brief introduction to the current context of education. It relates to the practical and policy issues of education.

students on the other hand are also not clear in values and role-strategies. Therefore an in-depth experience that contribute to the development of teachers is imperative.

TFS102 Individual Learning and Research in Educational Administration Master's level

This is a student-oriented course that focuses on topics of particular interest to the student that are not included in the other courses. The content is not oriented at thesis preparation or other student assignments.

TFS200V Educational Finance and Economics

This course includes education as an economic institution, the sources and distribution of public sector revenue at the various levels of government, and the state's role in the provision of education. It also covers the economic relations between the state and the education sector.

NOTE: Students who are enrolled in 17 or 181 will not be eligible to take this course or credit.

TFS 01 Problems in the Finance and Economics of Education

This course focuses on the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

Prerequisite: 17 or permission of instructor.

TFS 01 Government, Education, A Seminar on Politics

Once teachers are able to use the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 020 Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern era. It focuses on the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 022 The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to accept the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 02 Held Studies in Educational Leadership

This course is designed to assist doctoral students in their work on issues and roles in educational leadership. It includes the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 02 Personal and Professional Values of Educational Leadership

This doctoral-level course examines theories and research on the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 02 Project Development Studies

This course is designed to assist doctoral students in their work on the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 029 Special Topics in Educational Administration

This course covers the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education, the economic implications of the various theories of public provision of education.

TFS 0.0. Advanced Legal Issues in Education

Understanding in education law is essential to the effective and efficient operation of schools. This course focuses on the legal aspects of education. It is essential for educators to be as current as possible on the legal rights and responsibilities. Focus on current issues related to education law and regulations.

TFS 0.1. Strategic Planning in Educational Organizations

It is essential to understand the strategic planning process in education. This course focuses on the strategic planning process in education. It is essential for educators to be able to plan for the future of their organization.

TFS 0.0. Administrative Theory and Educational Problems I. People and Power in Organizations

This course focuses on the administrative theory and educational problems. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

TFS 0.1. Administrative Theory and Educational Problems II. Doctoral Seminar on Policy Issues in Education

This course focuses on the administrative theory and educational problems. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

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TFS 0.2. Field Research in Educational Administration

This course focuses on the field research in educational administration. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

TFS 0.1. Survey Research in Educational Administration

This course focuses on the survey research in educational administration. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

Prerequisite: 1 or 4 or 19 or permission of the instructor.

TFS 0.1. Internship Practicum in Educational Administration

This course focuses on the internship practicum in educational administration. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

TFS 0.1. Educational Policy and Program Evaluation

This course focuses on the educational policy and program evaluation. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

TFS 0.1. Gender Issues on Educational Leadership

This course focuses on the gender issues on educational leadership. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

TFS 0.1. Research Seminar on Leadership and Educational Change

This course focuses on the research seminar on leadership and educational change. It is essential for educators to be able to understand the nature of society and the nature of education. It is essential for educators to be able to understand the nature of society and the nature of education.

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Sandra Acker, Ph.D. (Chicago)

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Peter Dietsche, Ph.D. (Toronto)

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Ruth E. S. Hayhoe, Ph.D. (London)

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Angela Hildyard, Ph.D. (Toronto)

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Glen A. Jones, Ph.D. (Toronto)

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Daniel W. Lang, Ph.D. (Toronto)

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Jamie-Lynn Magnusson, Ph.D. (Manitoba)

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Linda Muzzin, Ph.D. (McMaster)

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Roxana Ng, Ph.D. (Toronto)

Professor cross-appointed to the Faculty of Education and
Institute of Occupational and Therapeutic Studies



Charles Pascal, Ph.D. (Michigan)

Executive Director of the Institute for Learning and Instruction



Creso S., Ph.D. (Pennsylvania State)

Assistant Professor



Marvin A. Tucker, LL.B (Osgoode), M.Ed. (Toronto)

Associate Professor



Professors Emeriti

Michael J. Hatton, Ph.D. (Toronto)
Richard L. Lippitt, Ph.D. (Toronto)

Associated Instructors

Mathieu Albert, Ph.D. (Montreal)

Assistant Professor cross-appointed to the Faculty of Education and
Institute of Occupational and Therapeutic Studies



Robin Austin, Ph.D. (Toronto)

Assistant Professor of Art



Jorge Balan, Ph.D. (Texas)

Senior Researcher in the Institute of Occupational and Therapeutic Studies



Helen P. Batty, M.D. M.Ed. (Toronto)

Associate Professor of Art and the Faculty of Education and
Institute of Occupational and Therapeutic Studies



W. Berry Calder, Ed.D. (Toronto)

Professor of Instructional Design and Evaluation



Liang Chen, Ph.D. (Toronto)



John G. Dimond, Ph.D. (Toronto)

Secretary of the Institute of Occupational and Therapeutic Studies



Adam Dubrowski, Ph.D. (Waterloo)

Assistant Professor cross-appointed to the Faculty of Education and
Institute of Occupational and Therapeutic Studies



Jason Frank, M.D. (Ottawa), M.A. (Toronto)

Assistant Professor of Occupational and Therapeutic Studies in
Ottawa



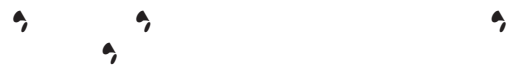
Roy F. Giroux, Ph.D. (Wayne State)

Associate Professor of Instructional Design and Evaluation in
Ottawa



Robert A. Gordon, Ed.D. (Massachusetts)

Professor of Instructional Design and Evaluation in
Ottawa



Michael J. Hatton, Ph.D. (Toronto)

Assistant Professor of Instructional Design and Evaluation in
Ottawa



Robert Hilliard, Ed.D. (Toronto)

Professor of Instructional Design and Evaluation in
Ottawa



Brian Hodges, Ph.D. (Toronto)

Associate Professor cross-appointed to the Faculty of Education and
Institute of Occupational and Therapeutic Studies



Avi Hyman, Ed.D. (Toronto)

Professor of Instructional Design and Evaluation in
Ottawa



Merle Jacobs, Ph.D. (York)

Assistant Professor of Instructional Design and Evaluation in
Ottawa



Katharine Janzen, Ed.D. (Toronto)

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Gabrielle Kane, Ed.D. (Toronto)

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Jane Knight, Ph.D. (Michigan State)

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Heather Lane, Ph.D. (Bowling Green)

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Vicki LeBlanc, Ph.D. (McMaster)

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Jun Li, Ph.D. (Maryland)

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Lorelei Lingard, Ph.D. (Simon Fraser)

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Geraldine (Jody) Macdonald, Ed.D. (Toronto)

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Jodi Herold McIlroy, Ph.D. (Toronto)

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Ann Mullen, Ph.D. (Yale)

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Louise Mullins Nasmith, M.D., M.Ed., (McGill)

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Terry O'Banion, Ph.D. (Florida State)

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Julia Pan, Ph.D. (Toronto)

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J. Robert S. Prichard, LL.M. (Yale)

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Dennis Raphael, Ph.D. (Toronto)

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Scott Reeves, Ph.D. (City University, London)

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Glenn Regehr, Ph.D. (McMaster)

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Dorothy Goldin Rosenberg, Ph.D. (Toronto)

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Stacey J. Young, Ph.D. (Toronto)

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Certificate

Certificate in Leadership in Higher Education

The certificate in leadership in higher education is a part-time, two-year, sequential program designed to meet the professional and personal needs of individuals entering the current leadership roles in colleges and universities.

This certificate will be offered on a co-residential / co-operative basis.

Admission Requirements

- a) a minimum of two certificates or two previous college or secondary school as a minimum basis of admission. Applicants will not be eligible to apply to any university-level courses or university entrance requirements.
- b) minimum of two years of professional experience. Special consideration will be given to applicants with relevant work experience.
- c) two letters of recommendation from an educational administrator or two other relevant professionals who are currently working in a leadership role in a university or college or a professional organization.

Certificate Requirements

- a) completion of 4 courses at a **mid B** or higher level.
 - 18 credits in arts and sciences in post-secondary education
 - 18 credits in administration or business in universities
 - 18 credits in education
 - 18 credits in professional education

University of Toronto certificate will be awarded upon successful completion of the above requirements.

All correspondence and fees should be sent to:

Registrar, University of Toronto
 Phone: 416-978-1111
 Fax: 416-978-1111
 Email: registrar@utoronto.ca

Requirements

Master of Education

The education masters program is a two-year, full-time program designed to meet the professional and personal needs of individuals entering the current leadership roles in colleges and universities.

Option I (Professional Studies) **Option I** is a so-called "in a co-operative" program. **Option I** is a so-called "in a co-operative" program.

Professional education will not be offered in the...
Option II (Professional Studies) **Option II** is a so-called "in a co-operative" program.

Requirements

- Option I** (Professional Studies) **Option I** is a so-called "in a co-operative" program.

Option I (Professional Studies) **Option I** is a so-called "in a co-operative" program.

- a) a minimum of two certificates or two previous college or secondary school as a minimum basis of admission.
- b) minimum of two years of professional experience. Special consideration will be given to applicants with relevant work experience.
- c) two letters of recommendation from an educational administrator or two other relevant professionals who are currently working in a leadership role in a university or college or a professional organization.

Option II (Professional Studies) **Option II** is a so-called "in a co-operative" program.

- a) a minimum of two certificates or two previous college or secondary school as a minimum basis of admission.
- b) minimum of two years of professional experience. Special consideration will be given to applicants with relevant work experience.
- c) two letters of recommendation from an educational administrator or two other relevant professionals who are currently working in a leadership role in a university or college or a professional organization.

Master of Arts

Applicants must submit a written evidence of their ability to complete a research question or project to be used as a research thesis in an advanced research program. This evidence must be submitted with the application. Evidence may be in the form of a thesis or a research paper written for a graduate course or a research paper written for a graduate course or a research paper written for a graduate course.

Requirements

- a) a minimum of two certificates or two previous college or secondary school as a minimum basis of admission.
- b) minimum of two years of professional experience. Special consideration will be given to applicants with relevant work experience.
- c) two letters of recommendation from an educational administrator or two other relevant professionals who are currently working in a leadership role in a university or college or a professional organization.

Off-campus and Distance Education Courses

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Doctor of Education

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Community College Leadership Program

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For more information about the Community College Leadership Program contact:

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Doctor of Philosophy

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Further information is available from:

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- ai a nusson utoronto.ca

Courses

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TFSI 01 The History of Higher Education in Canada: An Overview

ne a ination o se ecte t e es in t e istor o ana ian i er e ucation incu in secu ari ation t e e erience o wo en ro essiona i ation stu ent i e an aca e ic ree o .

TFSI 02 Theory in Higher Education

is course sur e s i erent t eoretica a roac es to t e stu o i er e ucation an now e e construction ocussin on e aut ors in eac tra ition. i erent t eoretica ers ecti es in t e i er e ucation it erature incu e t e o itica econo ic socia s c o o ica critica neo ar ist e inist anti-racist anti-co onia an ost o ern an oststructura as we as writin ase on scienti ic eta ors. tu ents wi e in to i enti t e o ten unarticulate t eoretica assu tions o writin in i er e ucation as we as to e a ine ow t eor is use arious writers an researc ers in t is ie . e course is inten e to assist stu ents in c oosin a ro riate t eoretica ra ewor s or t eir t esis or ro ect researc .

TFSI 03 Recurring Issues in Postsecondary Education

ne a ination o so e o t e an issues t at a e een c aracteristic o ostsecon ar e ucation in t e ast an are i e to continue to e ace in t e uture.

TFSI 04 Issues in Health Professional Education

is course is inten e to ena e stu ents to i enti an ana e a or current issues in e ica / ea t ro essiona e ucation an to resent c ear o ica co erent an e irica usti ie ana ses o t ose issues.

TFSI 05 The Community College

is course re iews t e istor an o itics o t e se era cate ories o institutions t at a e orne t e na e co unit co e e . articu ar attention wi e ai to t e s c o o ica econo ic an o itica assu tions t at c aracteri e t e o e es o i e rts an ec no o in ntario ast an resent.

TFSI 06 Systems of Higher Education

co arati e escri tion an ana sis o tertiar - e e s ste so e ucation wit s ecia attention to t eir structure an o ernance an t e re e ant eatures o t e societies in w ic t e o erate.

TFSI 07 Strategic and Organizational Planning for Postsecondary Systems

is course is esi ne to ro i e stu ents wit asic know e e an s i s in strate ic annin as a ie to co e e an uni ersit s ste s. ast an current e ors t an nin or uni ersities an co unit co e es at t e ro incia e e in ntario wi e ana se an co are wit counter art acti ities in ot er uris ictions o ana a an t e nite tates.

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TFSI 08 Research in Health Professional Education

is course a resses e ucationa researc a roac es s eci - ica in t e ea t ro essions. t in o es a critica e a ination o a ro riate it erature wit res ect to sur e ua itati e an uantitati e researc et o s wit t e o ecti e o ena in stu ents to ro ose i e enta e researc ro ects.

OTE: e course is esi ne or stu ents enro e in t e . s ecia i ation in ea t ro essiona e ucation.

TFSI 09 Administration of Colleges and Universities

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TFSI 10 Evaluation of Competence and Professional Behaviour in the Health Professions

is course is esi ne to ac uaint ea t ro essiona s wit t e assess ent or ats use to e a uate t e o ains o inica co etence in ea t care ro essiona trainin at ot t e un er ra uate an ost ra uate e s o trainin . e course wi ro i e an intro uction to t e conce ts o

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TFSI 12 Education and the Professions

is course re iews t eoretica e ates re ar in t e nature o ro ession an ro essiona e ucation acin t e wit in t eir istorica conte t in western societies. onte orar issues t at are a resse inc u e t e i ications o o a - i ation o t e ro ession i ersit in t e ro ession an t e entre reneura uni ersit an t e ro ession. ers ecti es o ractitioners as we as acut teac in in t e ro ession are consi ere .

TFSI 13 Issues in v o nitive and Educational Psychology. Implications for v ealth Professional Education

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TFSI 14 Curriculum in Institutions of v i her Education

is course e a ines t e o ic an current ractices re ate to curricula esi n in ostsecon ar e ucationa institutions.

TFSI 15 Teaching in Institutions of v i her Education

is course e a ines t e issues an areas t at e in e t e instructors ers ecti e o teac in in ostsecon ar e ucationa institutions.

TFSI 16 v erturin Professional Education

is course e ins wit t e conte orar criti ue o ro essiona e ucation as i o toweris re uctionist e cusionar an onocultura an e a ines ro osa s or ore ractice- ase o istic inc usionar an e anci ator a roac es.

ro osa s or re ita i in ro essiona e ucation in t e new i enniu a e e er e ro a ariet o t eoretica orientations inc u in socia s c o o ica critica ostconia an oststructura . n t is course we wi o cus on t e writin s o reire erte c on o in s i tin a e atson i a ar in arawa an it .

TFSI 17 Educational development. Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

n e oration o a wi e ran e o strate ies or t e en ance ent o t e e ucation rocess wit e asis on t e a ication o t ese strate ies to t e s eci ic e ucationa settin se ecte t e stu ent.

TFSI 19 Governance in v i her Education

is course a resses t e arran e ents or o ernance in i ere ucation. t e a ines or a o es an t eories o o ernance t e e a an institutiona ra ewor o i er e ucation o ernance t e ro e an c aracteristics o i er e ucation inter e iar o ies o ernin oar s an aca e ic senates an t eir relations i s to one anot er an current c a en es an issues ertainin to uni ersit an co unit co e e o ernance.

TFSI 20 Special Topics in v i her Education Master s v evel

course t at wi e a ine in e t a to ic o articu ar re e ance not a rea co ere in re uar course o erin s in t e e art ent. e to ics wi e announce eac s rin in t e inter ession an u er ession / course sc e u es.

TFSI 21 Institutional differentiation in Postsecondary Education

is course wi e a ine t e nature o institutiona i erentiation in ostsecon ar e ucation t eories w ic a e een a ance to e ain o ser e tren s an attens in institutiona i erentiation an o ic i ications. articu ar attention wi e i en to t e o owin istinctions e ree an non- e ree u ic an ri ate co re ensi e an s ecia ission e ucation sector an non- e ucation sector tra itiona an nontra itiona an teac in centere an earnin centere . e course wi oo a so at co arati e stu o institutions as an ana tica too in t e stu o ostsecon ar e ucation.

TFSI 22 The Idea of the University and the v olle e

n e a ination o ea in conce ts o t e ri ar nature o uni ersities an co e es as institutions o i er earnin e innin wit t e rise o t e uni ersities in e ie a uro e an inc u in t eir e e o ent to t e resent a wit

articulate a vision on the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and societal issues involved. These include in the social sector.

TFSI 2. The Flannery of Facilities in Higher Education

This course is designed to acquaint university and college faculty with the latest research on the interaction between changes in educational policies, innovations in technology, and curriculum, and the use of resources, facilities, and technology. It will also examine the impact of these changes on the institutional operations and the role of the university in the development of the national and international education systems and the role of the university in the development of the national and international education systems.

TFSI 2. Comparative Education Theory and Methodology

This course provides an overview of the evolution of comparative education as a discipline of study. It covers the historical, philosophical, and methodological issues that have shaped the field. It also examines the role of comparative education in the development of educational policy and practice. The course will focus on the theoretical and methodological issues that have shaped the field of comparative education.

TFSI 2V. Comparative Higher Education

This course provides an overview of the evolution of comparative higher education as a discipline of study. It covers the historical, philosophical, and methodological issues that have shaped the field. It also examines the role of comparative higher education in the development of educational policy and practice. The course will focus on the theoretical and methodological issues that have shaped the field of comparative higher education.

TFSI 2. The Politics of Higher Education

This course examines the political issues that surround higher education. It covers the role of the state, the role of the university, and the role of the faculty. It also examines the impact of these issues on the development of educational policy and practice. The course will focus on the political issues that surround higher education.

TFSI 2. Evaluation in Higher Education

This course examines the various methods and techniques used to evaluate the effectiveness of higher education. It covers the role of the state, the role of the university, and the role of the faculty. It also examines the impact of these issues on the development of educational policy and practice. The course will focus on the evaluation methods and techniques used to evaluate the effectiveness of higher education.

TFSI 2. East Asian Higher Education

This course examines the higher education systems of East Asia. It covers the role of the state, the role of the university, and the role of the faculty. It also examines the impact of these issues on the development of educational policy and practice. The course will focus on the higher education systems of East Asia.

TFSI. Academic Capitalism in Higher Education with a Corporate Agenda

This course examines the impact of academic capitalism on higher education. It covers the role of the state, the role of the university, and the role of the faculty. It also examines the impact of these issues on the development of educational policy and practice. The course will focus on the impact of academic capitalism on higher education.

TFSI. Qualitative Research in Higher Education

This course examines the various methods and techniques used to conduct qualitative research in higher education. It covers the role of the state, the role of the university, and the role of the faculty. It also examines the impact of these issues on the development of educational policy and practice. The course will focus on the qualitative research methods and techniques used to conduct qualitative research in higher education.

**TFSI : Environmental health Transformative
i her Education and Folicy han e Education
To ard Social and Ecosystem ealin**

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an inter in e wit t e eat an we ein o a ie. n
t e conte t o trans or ati e i er e ucation t e course
wi e stu ents to e e o critica t in in in esti ati e
ana tica an ractica s i s to etter un erstan t e
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TFSI Continuin Education

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**TFSI 9 Administration of Technolo y in i her
Education**

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TFSI .2 i her Education and the a or ar>et

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TFSI i her Education and the a

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**TFSI 2 Individual eadin and esearch in
i her Education aster s evel**

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to a t esis to ic.

TFS200V Educational Hnace and Economics

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state sc oo rant s ste s an t e rationa e e in t e
rinci es an ractices in sc oo u etin an sa ar
sc e u in t e relations i etween in est ent an
e ucation t e or ation o u an ca ita an nationa
econo ic rowt .

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**TFS OV ase Studies in omparative i her
Education**

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t e co arati e stu o i er e ucation.

TFS 10 International Academic elations

is course e ins wit t e iterature o internationa
relations to set t e conte t or an e a ination o i er
e ucations ro e an res onsi ities in an internationa arena.
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t eorists suc as a er as ro e inist sc o ars i an
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conte t t e ro e o uni ersities an co e es in internationa
e e o ent relations etween i er e ucation institutions
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an u an ri ts an i er e ucation.

**TFS 20 Special Topics in i her Education.
octoral evel**

escri tion as or 1 8 .

TFS 2. Individual eadin and esearch in i her Education octoral level
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Other courses accepted for credit

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uman evelopment and Applied Psychology

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Sociology and Equity Studies in Education

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Department of Public Health Sciences University of Toronto

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Faculty of Nursing University of Toronto

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History and Philosophy of Education Program

There are two specializations within the history and philosophy of education program.

History of Education Philosophy of Education

The relationships between these two disciplines within our program allow students to explore the history of education or an area of interest. The program offers a variety of courses that provide a solid foundation in the history and philosophy of education. The program also offers a variety of courses that provide a solid foundation in the history and philosophy of education.

Students are encouraged to take courses in the related areas. In the case of philosophy of education students should take the history of education course offerings.

Academic advisors should be consulted regarding the program requirements.

Interdepartmental Research Areas

Students are encouraged to participate in the following interdepartmental research areas:

- Environment in education (see 191)
- Translational learning (see 19)
- Online studies/ e-learning (see 19)

Collaborative Graduate Programs

Students are also encouraged to explore collaborative programs with other departments. The program offers a variety of courses that provide a solid foundation in the history and philosophy of education. The program also offers a variety of courses that provide a solid foundation in the history and philosophy of education.

- International and e-learning in education (see pages 179 - 18)
- Online studies/ e-learning (see page 18)

History of Education Field

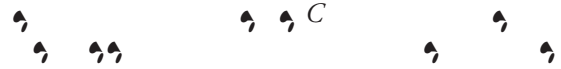
David Levine, Ph.D. (Cambridge)

Professor



Cecilia Morgan, Ph.D. (Toronto)

Associate Professor and Co-Director



Ruth W. Sandwell, Ph.D. (Simon Fraser)

Associate Professor and Co-Director



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

Associate Professor and Co-Director



Harold M. Troper, Ph.D. (Toronto)

Professor



Associated Instructors

Heidi Bohaker, Ph.D. (Toronto)

Assistant Professor in the History and Philosophy of Education



Elsbeth Brown, Ph.D. (Yale)

Associate Professor and Co-Director



Franca Iacovetta, Ph.D. (York)

Professor and Co-Director



Eric Jennings, Ph.D. (California, Berkeley)

Associate Professor and Co-Director



Michelle Murphy, Ph.D. (Harvard)

Associate Professor and Co-Director



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istory of Women and the Family in Education

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Immigration• Ethnicity• and Multiculturalism in Education

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The Origins of Modern Schooling

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ourses

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TFSI. 00 The Origins of Modern Schooling I. Problems in Education Before the Industrial evolution

is course resents an o er iew o e ucation an sc oo in e ore t e assi e inter ention o t e o ern state. t is concerne wit t ose or so e ucationa co unication t at or e t e ac roun or conte orar e ucationa s ste s.

TFSI. 01 The Origins of Modern Schooling II. Problems in 19th and 20th Century Educational History• Hocus on Canada and the USMAN

rawin cie on ort erican itterature t is course e ores t e ori ins o state e ucationa s ste s in t e conte o tra itiona attens o socia i ation an or a sc oo in an c an in socia o itica an econo ic con itions an i eo o ies.

TFSI. 0 History of Education in Canada

sur e course w ose centra t e e is ana n answers to erennia uestions in e ucation . nc u e a on t ese uestions are t e o owin e ucate os ou e e ucate os ou teac at s ou e tau t w at et o s o a ste i er o ca s t e tune ow can success in teac in an earnin e e a uate ac o t ese uestions wi e ea t wit in istorica ers ecti e in relation to t e o owin re ions o ana a t antic re ion ue ec ntario estern re ion. itiona to ics to e consi ere wi e l ana ian e ucationa istorio ra ana ian e ucation an its critics an ana sis o t e on oin critics o ana ian e ucation in istorica ers ecti e .

TFSI. 0. History of Rural Education in Canada

This course will explore the evolution of rural education in Ontario from the late 19th century to the present. It will examine the role of rural education in the development of the province and the impact of various social and economic factors on the education of rural children.

TFSI. 0. History of Education and Film: Selected Topics

This course is designed to explore the relationship between education and film. It will examine the role of film in the development of educational thought and practice, and the impact of educational thought and practice on the development of film.

TFSI. 0V. Sexuality and the History of Education

This course explores the history of sexuality and its relationship to education. It will examine the role of sexuality in the development of educational thought and practice, and the impact of educational thought and practice on the development of sexuality.

TFSI. I. The History of the Teaching Profession

This course explores the history of the teaching profession in Ontario. It will examine the role of the teaching profession in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. IV. Ontario Education

This course explores the history of education in Ontario. It will examine the role of education in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 19. Historiography and the History of Education

This course explores the history of education in Ontario. It will examine the role of education in the development of the province and the impact of various social and economic factors on the education of children.

NOTE: 1419 is compulsory for all students in the program. . . . and for a student who is enrolled in a thesis to be completed in the history of education.

TFSI. 20. European Popular Culture and the Social History of Education. I

This course is concerned with the interaction between rural and urban entities in the period of the creation of the social sciences. Its particular interest is with those in which the rural world was a dominant factor in the formation and development of the social sciences. It will examine the role of rural education in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 22. Education and Family Life in the Modern World I

This course explores the relationship between education and family life in the modern world. It will examine the role of education in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 2. The History of the Family in Canada

This course explores the history of the family in Canada. It will examine the role of the family in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 2. Religion and Social Movements in the History of North American Education

This course explores the history of religion and social movements in the history of North American education. It will examine the role of religion and social movements in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 2V. The History of Gender and Education in Canada

This course explores the history of gender and education in Canada. It will examine the role of gender and education in the development of the province and the impact of various social and economic factors on the education of children.

TFSI. 2. History and Commemoration: Canada and Beyond • 1900s - 1990s

This course will explore the history of commemoration in Canada and beyond. It will examine the role of commemoration in the development of the province and the impact of various social and economic factors on the education of children.

education of students and activities as sites of national identity. The course will conclude with an exploration of current debates over the place of history in the schools of universities.

C

TFSI. 2 Immigration and the History of Canadian Education

Historical examination of immigration and integration of immigrants in the social, economic and political life of Canada with special reference to education. This course will explore such areas as the historical immigrant experience of immigrants and social-actors in their role in the immigrant and racial and organizational priorities of educators in meeting the needs of immigrants.

C

TFSI. 29 Ethnicity and the History of Canadian Education

Historical exploration of ethnicity and race as a factor in the Canadian cultural and linguistic identity and the contours of ethnic community. Special attention will be paid to the historical experience of ethnicity in Canada and the internal and external social units and the Canadian ethnic and race resented to be erased by the Canadian state and educators in articulation.

C

TFSI. 0 Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities from the 15th to the 21st centuries. It examines how gender relations and the structure of these historical experiences and how gender relations were subject to change in various colonial contexts including settler societies such as Canada. The course examines the role of gender in historical continuity and change in the processes of colonial and national expansion and the creation of new or so-called metropolitan and colonial identities.

C

TFSI. 1 Popular Culture and the Social History of Education II

This course examines a range of themes in the history of education and popular culture from the 19th to the 21st century. It examines the role of education in the social and cultural life of Canada and the ways in which education has been used to shape and transform society. It also examines the ways in which education has been used to shape and transform society. It also examines the ways in which education has been used to shape and transform society.

C

TFSI. 2 Individual Learning and Research in the History of Education Master's level

This course consists of a series of seminars in which students are required to read and discuss articles of interest to them in the field of education and to present their own research papers. The course will also explore the ways in which education has been used to shape and transform society.

TFSI. 1 The Battle Over History Education in Canada

Canadian historians and educators around the world have witnessed a remarkable consensus about what history should be taught in schools and a deep awareness of the political nature of education. This course will explore the ways in which education has been used to shape and transform society.

Canadian historians and educators around the world have witnessed a remarkable consensus about what history should be taught in schools and a deep awareness of the political nature of education. This course will explore the ways in which education has been used to shape and transform society.

OTE: This course was revised under 1461 - special topics in history. History issues in Canadian education.

TFSI. V0 History and Educational Research I

This seminar course requires students to read and discuss articles of interest to them in the field of education and to present their own research papers. The course will also explore the ways in which education has been used to shape and transform society.

TFSI. VI Special Topics in History of Education

This course examines a range of themes in the history of education and popular culture from the 19th to the 21st century. It examines the role of education in the social and cultural life of Canada and the ways in which education has been used to shape and transform society.

TFS. 2 Education and Family Life in the Modern World II

This course is designed as a follow-up to 1461. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a substitute for its related concern with education.

evaluation of the area or works in a historical context. Discussions will focus on the area or historical area and on the social implications of the research. Each topic will be considered in detail.

Prerequisite: 14 or permission of instructor.

TFS .2 Minority Concerns and Education in Canadian History. Selected Topics

Research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

Prerequisite: 14 or 14.9 or permission of instructor.

TFS .2 Individual Reading and Research in the History of Education. Doctoral level

Description of course 14.

TFS .VI Special Topics in History of Education

Course that will evaluate in detail a topic or article relevant to the area covered in the regular course offerings in the department. Lectures will be announced each spring in the area / inter session and summer session schedules.

TFS .90 EdN N Seminar in the History of Education. I

This is a required research seminar for all candidates in the program in consideration of the role of social history studies in a critical context. The seminar will include presentation and criticism of students' thesis/proposal/osa's and progress reports.

TFS .91 EdN N Seminar in the History of Education. II

Description of course 49.

TFS .9 Doctoral Practicum in the History of Education. I

This course supports the development of experience for doctoral candidates relating to their particular areas of scholarly interest. The students' activities will be enhanced in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. The credit is not given for a thesis in preparation for the thesis. The credit is given for a thesis to be completed.

TFS .9 Doctoral Practicum in the History of Education. II

Description of course 494.

Other courses accepted for credit

The following courses are accepted for credit in the history of education field. For descriptions see relevant department course listings.

Higher Education

- 18.1 History of Higher Education in Canada and Newfoundland
- 18.2 Section titled "The University in an International Context: Trends and Issues in Politics"
- 18.3 Education at the University and the Community

Sociology and Equity Studies in Education

- 19.4 Sociological Theory in Education
- 19.5 Gender and Historical Sociology

Philosophy of Education Field

Megan Boler, Ph.D. (University of California Santa Cruz)

Associate Professor and Program Coordinator



Maureen Ford, Ph.D. (Toronto)

Assistant Professor



Brent S. Kilbourn, Ph.D. (Toronto)

Associate Professor cross-appointed to Curriculum



John Portelli, Ph.D. (McGill)

Professor



Associated Instructors

Frank Cunningham, Ph.D. (Toronto)

Professor, Director of the Department of Education, University of Toronto



Mario Di Paolantonio, Ph.D. (Toronto)

Associate Professor of Education
 University of Toronto

Mario O. D'Souza, Ph.D. (Toronto)

Associate Professor of Education
 University of Toronto

Elizabeth Gould, D.M.A. (University of Oregon)

Associate Professor of Music Education
 University of Oregon

Kathryn Pauly Morgan, Ph.D. (Johns Hopkins)

Professor of Art and Architecture
 Johns Hopkins University

Amy Mullin, Ph.D. (Yale)

Professor of Art and Architecture
 Yale University

Trevor Norris, Ph.D. (Toronto)

Associate Professor of Education
 University of Toronto

Jeff Stickney, Ph.D. (Toronto)

Associate Professor of Education
 University of Toronto

Peter Trifonas, Ph.D. (British Columbia)

Associate Professor of Education
 University of British Columbia

Rinaldo Walcott, Ph.D. (Toronto)

Associate Professor of Education
 University of Toronto

Professors Emeriti

James A. Bevan, University of Toronto
 Robert L. Taylor, University of Toronto
 William A. Weeks, University of Toronto

Emeriti

Faculty members who have retired from the University of Toronto are listed here. Some have continued to work in education in various capacities. Some have continued to work in research. Some have continued to work in other fields.

Faculty members who have retired from the University of Toronto are listed here. Some have continued to work in education in various capacities. Some have continued to work in research. Some have continued to work in other fields.

Faculty members who have retired from the University of Toronto are listed here. Some have continued to work in education in various capacities. Some have continued to work in research. Some have continued to work in other fields.

NOTE: Faculty members who have retired from the University of Toronto are listed here. Some have continued to work in education in various capacities. Some have continued to work in research. Some have continued to work in other fields.

Master of Education

The Master of Education program is designed for students who wish to pursue a career in education. The program offers two options: Option I (Teaching) and Option II (Research). Option I students will complete a thesis and a portfolio. Option II students will complete a thesis and a research project. The program is designed to be completed in two years.

Doctor of Education

The Doctor of Education program is designed for students who wish to pursue a career in education. The program offers two options: Option I (Teaching) and Option II (Research). Option I students will complete a thesis and a portfolio. Option II students will complete a thesis and a research project. The program is designed to be completed in three years.

Faculty members who have retired from the University of Toronto are listed here. Some have continued to work in education in various capacities. Some have continued to work in research. Some have continued to work in other fields.

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aster of Arts

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Courses

The following list demonstrates the range of courses offered within the philosophy of education program. Not all of the courses listed are offered in any given year.

Each course is identified with its historical philosophy of education when the first two digits in the course number are 14 or 4. Thus, you should note that the initial digit 1 or 4 does not necessarily indicate course level. Most courses are taken by postgraduate students. Courses are normally open to students in other programs as well.

TFSI. 2. [] Philosophy and Social Activity, Foucault and Education

This course investigates how we are now and how we should be. It is a re-examination of modern and postmodern educational theories and practices. The course is designed to facilitate educators' reflection on questions of learning and teaching in constructions of knowledge and knowers and the implications of power/knowledge. Theoretical issues include the epistemological construction of teaching and social epistemology and the implications of Foucault's work on power/knowledge and representations of learning and assessment.

TFSI. Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects education and society at large. Theoretical and conceptual issues of authority and freedom are examined in the context of contemporary social theorists or researchers and authoritarianism in education. This course does not necessarily focus on the historical context.

TFSI. Democracy and Education

This course will consider various views of society and politics that affect the development of democratic societies. The relationship between projects of educational reform and democratic development will be examined.

TFSI. V. Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory and philosophy of education revolve around the modernist and postmodernist theories of knowledge. Experiences around the world of various theoretical crises and philosophical currents will be considered.

TFSI. Democratic Approaches to Educational Policy

This course explores theoretical and practical aspects of democratic approaches to education. Critical discussion of selected writings of the past century and contemporary educationists will be discussed.

will be explored. Theoretical and practical aspects of democratic approaches to education will be discussed. Critical discussion of selected writings of the past century and contemporary educationists will be discussed.

TFSI. 9. Gender, Ethics, and Education. Philosophical Issues

This course will examine philosophical issues pertaining to the intersections of gender and ethics in educational theory. Focus will be on recent feminist analyses of gender as a social construction inscribed into how this construction is maintained and maintained in critical analyses of educational theory on matters such as epistemology, curriculum, content and teaching and learning to change in order to accommodate these perspectives with respect to content or theoretical orientations.

TFSI. 0. An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected authors such as Plato, Rousseau, Dewey, Freire, and others. The course will pay attention to the historical context and to contemporary critical issues and uses of ideas in these texts. This is a course in social epistemology and critical and political questions that arise from the core of philosophy of education and that need to be addressed to the classical and contemporary literature.

TFSI. 1. Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they apply to education. The perennial question of the extent to which moral education is possible in a pluralistic and diverse society is the central concern. The course then focuses on how various theories of moral education as they relate to the moral education of the individual and the community. The course will explore the relationship between moral education and the development of the individual and the community. The course will explore the relationship between moral education and the development of the individual and the community.

TFSI. 2. Cultural and Racial Difference in Education. Philosophical Perspectives

This course is a theoretical and practical discussion of the relationship between culture and race in education. The course will explore the relationship between culture and race in education. The course will explore the relationship between culture and race in education. The course will explore the relationship between culture and race in education. The course will explore the relationship between culture and race in education.

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TFSI. . V The Teacher as Philosopher

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un erstan in an arti icia inte i ence ro e s arisin ro t e use o co uters in e ucation an re ate i oso ica issues in e ucation. e se ction o to ics wi e en on t e interests an ac roun so t e e ers o t e se inar.

TFSI. Individual eadin and esearch in the Philosophy of Education aster s evel

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TFSI. V2. omen literature and Education

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TFSI. V Special Topics in Philosophy of Education

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TFSI.: I Critical Issues in Education. Philosophical Perspectives

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TFS. I. esearch Seminar in Heminist riticism and Fedat o y

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TFS . V Aesthetics and Education

This course examines conceptions of aesthetic experience and education or aesthetic awareness through educational philosophy of art or literature and its relations to the arts and education.

TFS . . I Research Seminar in Moral Education Part I

This is an advanced seminar session to discuss core 1441 literature within a selection of these in more detail. Topics are selected on the basis of the research interests of students and instructor. Prerequisite: permission of instructor.

TFS . . II Research Seminar in Moral Education Part II

This is an advanced seminar session to discuss core 1441 literature within a selection of these in more detail. Topics are selected on the basis of the research interests of students and instructor.

TFS . . Theories of Modernity and Education. I

Theories of modernity and social and political modernization will be reviewed and their implications will be considered. Basic arguments will be reviewed from more recent traditions in social theory such as Frankfurt School social theory, neo-rationalism, Foucaultian postmodernism and so on. The course will be a response with reference to social features of the areas of the democratic modernization.

TFS . Individual Reading and Research in the Philosophy of Education. Doctoral level

See description for 1441.

TFS . V Special Topics in Philosophy of Education

This course that will be available in the future to discuss relevant areas not already covered in regular courses or seminars in the department. The topics will be announced each spring in the fall/inter session and summer session schedules.

TFS . 0 EdN Seminar in the Philosophy of Education. I

This is a required research seminar for students who can participate in the consideration of the role of social philosophy in studies in a critical context. The seminar will include presentation and criticism of students' thesis/proposal and research reports.

TFS . I EdN Seminar in the Philosophy of Education. II

See description for course 484.

TFS . . Doctoral Practicum in the Philosophy of Education. I

This course supports special education-oriented experience for doctoral candidates related to their particular areas of scholarly interest. The students' activities will be arranged in consultation with faculty and within the seminars or tutorials as well as practical implementation in the situations. The credit is not given for a thesis in estimation of the student's ability to relate to a thesis topic.

TFS . . Doctoral Practicum in the Philosophy of Education. II

See description for course 484.

Other courses accepted for credit

The following courses are accepted for credit in philosophy of education. For descriptions see relevant department course listings.

Curriculum Teaching and Learning

1441 Learning and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

1441 Critical Conversations in Educational Administration and Educational Policy Studies
 Educational Policy Studies
 Educational Policy Studies

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OTE tu ents w o success u co ete t e ro ra wi a e note on t eir transcri ts co etion o t e o a orati e ro ra in ori ina eat in a ition to t e e ree ro t e e art ent.

Further information is available from.

John

e art ent o u ic eat ciences e e one 416-978-98
- ai ue.oun utoronto.ca

Stu anne NStewart

ounse in s coo ro ra e e one 416-978-7
- ai sstewart oise.utoronto.ca

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Addiction Studies

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OTE tu ents w o success u co ete t e ro ra wi a e note on t eir transcri ts co etion o t e o a orati e ro ra in iction tu ies in a ition to t e e ree ro t eir e art ent.

Further information is available from.

Andy Goldstein

ounse in s coo ro ra e art ent o ut ucation an ounse in s coo e e one 416-978-7
- ai a o stein oise.utoronto.ca

NEN ann o irector

e art ent o u ic eat ciences e e one 416-978-8
- ai c . ra utoronto.ca

Adult Education and Supportive Learning Across the Lifespan Course

The adult education and support in schools as well as other institutions in Ontario are articulated in the adult education and support course. This course is a required course for students in the adult education and support program. The course is designed to provide students with the knowledge and skills to work in the adult education and support field. The course is designed to provide students with the knowledge and skills to work in the adult education and support field.

Admission Requirements

Applicants must meet the minimum requirements set by the admission and enrollment section of the Adult Education and Support course. Applicants must also have a minimum grade point average of 60%. Applicants must also have a minimum grade point average of 60%.

Program Requirements

Adult education and support students must meet the minimum requirements set by the admission and enrollment section of the Adult Education and Support course. Applicants must also have a minimum grade point average of 60%. Applicants must also have a minimum grade point average of 60%.

NOTE: Students who successfully complete the adult education and support program will receive a transcript of their work. The transcript will be sent to the adult education and support program. The transcript will be sent to the adult education and support program.

Further information is available from Adult Education and Community Development Program. For more information, contact the program at 416-977-7799 or email info@oise.utoronto.ca.

Counseling Psychology Program

For more information, contact the program at 416-977-7799 or email info@oise.utoronto.ca.

Adult Education and Supportive Learning Across the Lifespan Course

The adult education and support in schools as well as other institutions in Ontario are articulated in the adult education and support course. This course is a required course for students in the adult education and support program. The course is designed to provide students with the knowledge and skills to work in the adult education and support field. The course is designed to provide students with the knowledge and skills to work in the adult education and support field.

Community Development

Community development is the process of working with individuals, groups, and organizations to improve their quality of life. Community development is the process of working with individuals, groups, and organizations to improve their quality of life. Community development is the process of working with individuals, groups, and organizations to improve their quality of life.

The community development program is designed to provide students with the knowledge and skills to work in the community development field. The program is designed to provide students with the knowledge and skills to work in the community development field. The program is designed to provide students with the knowledge and skills to work in the community development field.

The adult education and support in schools as well as other institutions in Ontario are articulated in the adult education and support course. This course is a required course for students in the adult education and support program. The course is designed to provide students with the knowledge and skills to work in the adult education and support field. The course is designed to provide students with the knowledge and skills to work in the adult education and support field.

Application Procedures

1. Applicants must first apply for admission to the adult education and support program. Applicants must first apply for admission to the adult education and support program. Applicants must first apply for admission to the adult education and support program.

For more information, contact the program at 416-977-7799 or email info@oise.utoronto.ca.

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Further information is available from

race a ire e istrar o a orati e ro ra in o unit e e o ent entre or r an o unit tu ies ni ersit o oronto 4 a ina enue uite 4 oronto ntario ana a e e one 416-977-716 a 416-977-716 - ai race.ra ire utoronto.ca

Program Requirements

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Common Learning Experience

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Courses

Core Course

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Adult Education and Counselling Psychology

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Social >

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OTE tu ents w o success u co ete t e ro ra wi a e note on t eir transcri ts o ete o a orati e ro ra in o unit e e o ent.

Further information is available from the following three faculty members in the department of Adult Education and Counselling Psychology.

Yac > uarter

e e one 416-977-716 - ai uarter oise.utoronto.ca

Suzanne N Stewart

e e one 416-977-716 - ai sstewart oise.utoronto.ca

Daniel Schuchman

Phone 416-978-8111
 - aiscu@utoronto.ca



YNavidulchansky - Associate Director

Academic Director
 46 Bloor Street East
 Toronto Ontario
 Phone 416-978-4949 Fax 416-978-7160
 - aia@ucans.utoronto.ca



Director of International Unit
 Website

<http://www.urbancentre.utoronto.ca/communitydevelopment.html>

Comparative International and Development Education

Program Directors

Jaren Undy - Director of International and Development Education

Sarfraz Iyov - Director of International and Development Education

Contact

Website: [cide@utoronto.ca](http://www.cide.utoronto.ca)
 - aicie@utoronto.ca

Associate Director of International and Development Education
 Opportunities for students enrolled in our
 articles and reports received a notation on their
 transcripts in their graduation in International and Development Education.

is one of the world's largest and most diverse
 national and international organizations
 and international organizations. Academic interests
 social and economic theory and practice issues
 research and development in the areas of
 education and development of non-formal
 learning and citizenship education to concrete
 educational reform social and human education
 consultation and community development. The
 research issues are related to economic and
 social development and the role of education
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national students and access to courses and
 resources with relevant academic interests at
 one of the world's largest research universities.

Students can take courses in political science and
 international relations and international studies
 and international studies. The program is
 designed to provide students with a
 broad and deep understanding of international
 studies at the University of Toronto. We are
 committed to providing students with
 international issues and concerns.

The program will be of interest to
 students who wish to work in the
 international development sector or
 want to enter the international
 development sector. The program is
 designed to provide students with a
 broad and deep understanding of
 international studies and development.

The program is available to students
 enrolled in the International and
 Development Education program.

Adult Education and Counselling Psychology

Director of International and Development Education

Curriculum Teaching and Learning

Curriculum and Learning
 Director of International and Development Education

Sociology and Equity Studies in Education

Director of International and Development Education

Theory and Policy Studies in Education

Education Administration
 Director of International and Development Education

Admissions Requirements

Applicants should apply to the relevant
 program and provide the relevant
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Application to the relevant
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Program Requirements

In this undergraduate student must meet the requirements of the department as outlined in the various departmental Bulletin and the program's course of study. For a complete list of courses with satisfaction requirements and additional course options, see the program's website.

1. Introduction to Comparative International and Development Education. This is the core course for all students. It provides a foundation for the study of comparative education. The course covers the theoretical concepts of socio-economic development, the role of education in development, and the impact of culture on education. It also examines the role of education in social change and the role of the state in education. The course is designed to provide students with a solid understanding of the field and to prepare them for advanced study and research.

Faculty Advisors

Students are advised by faculty members who are experts in the field. They provide guidance and support throughout the program. For more information, contact the program director at [email address].

IE Participation Faculty

Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]
Dr. [Name], [Title], [Department]

Adjunct Faculty

Dr. [Name], [Title], [Department]

Note: In section at the University of Toronto, students are not restricted to the following list of courses.

Courses

Note: Not all courses are offered every year. Please consult the course list at <[website]>

IE or Yoint Comparative Education Courses

IEI001 Introduction to Comparative International and Development Education

This course serves as the basic core course for the graduate studies concentration in comparative international and development education. It focuses on the theoretical concepts of socio-economic development, the role of education in development, and the impact of culture on education. The course is designed to provide students with a solid understanding of the field and to prepare them for advanced study and research.

IEI002 Practicum in Comparative International and Development Education

This practicum provides students with hands-on experience in an international setting. It is designed to provide students with a solid understanding of the field and to prepare them for advanced study and research. The practicum is a required component of the program and is completed over a period of 4 weeks. It involves working with a faculty advisor and a local partner organization to address a specific issue in the field of comparative education. The practicum is designed to provide students with a solid understanding of the field and to prepare them for advanced study and research.

Prerequisites: This course will be open to students who have completed the core course in the program at least one other course.

Note: Students who are re-taking the course 6797 are required to take this course.

Note: The practicum in comparative international and development education is available for the following courses: [list of courses]. For more information, contact the program director at [website].

IEI00 Special Topics in Comparative International and Development Education

This course provides students with an opportunity to explore a specific area of comparative international and development education. It is designed to provide students with a solid understanding of the field and to prepare them for advanced study and research. The course is offered on a regular basis and is a required component of the program.

Journal of Graduate Studies in Education

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Journal of Graduate Studies in Education (Affiliated) Courses

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wi e se ction o a itiona courses is a ai a e across artici atin e art ents. eet e arious e art enta a es or isit t e e site or urt er in or ation.

<oide.utoronto.ca>

o ai ci e oise.utoronto.ca

Developmental Science

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NOTE. on u i ent o t e ro ra reuire ents transcri ts wi enote co etion o t e o a orati e ro ra in e e o enta cience in a ition to t e e ree ro t eir e art ent.

Further information is available from:
arc e is

ee one 416-978-988
 - ai ewis oise.utoronto.ca

Dynamics of Global Change

e ra uate o a orati e ro ra in na ics o o a an e is a uti isci inar octora ro ra at t e ni ersit o oronto t at e ores t e rontiers o o a c an e across a wi e ran e o issues. n a ra i e o in co e an oose structure o a s ste it is essentia to un erstan t e sources structure an ace in s ort t e na ics o c an e. tu ents a ta e u uestions ro t eir own isci ines t en e ore t e t rou t e a ei osco ic ers ecti e create uti isci inar co a oration. urt er in or ation is a ai a e ro t e c o o o ra uate tu ies a en ar.

Department Contact after admission to the Adult Education and Community Development Program. aren un 9/1

- ai un .centre utoronto.ca
 e site www.utoronto.ca/mcis/dgc
 ee one 416-946-888 enera in uiries

Environmental Studies

an t e ni ersit o oronto entre or n iron ent co a orate in an . . e ree ro ra s in n iron enta tu ies. is ro ra is o ere out o t e rans or ati e earnin entre an is a inistere in t e e art ents o ut ucation an ounse in s c o o an ocio o an uit tu ies in ucation. ica etween two an our courses are c osen ro t e ra uate courses iste wit t e entre or n iron ent. courses o articu ar interest incu e

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- 1911 Economics and International Relations
- 1411 International Business
- 1414 International Management
- 6716 International Economics
- 1111 International Business
- 1911 International Relations

These masters and doctoral programs are offered by the Faculty of Business Administration and are available to students who have completed the first two years of a four-year undergraduate program in a business-related field.

Students who are interested in these programs should contact the Faculty of Business Administration at 416-977-4749 or visit the website www.utoronto.ca/facultyofbusiness.

The Faculty of Business Administration is a leading provider of business education in Ontario and is committed to providing high-quality education and research. For more information, please contact the Faculty of Business Administration at 416-977-4749 or visit the website www.utoronto.ca/facultyofbusiness.

NOTE: Students who are interested in these programs should contact the Faculty of Business Administration at 416-977-4749 or visit the website www.utoronto.ca/facultyofbusiness.

**Further information is available from:
Jennifer Sumner**

Undergraduate and Postgraduate Studies
 Phone: 416-977-7344
 Fax: 416-977-4749
 Email: sumner.rose@utoronto.ca

Dr. Jane
 Undergraduate and Postgraduate Studies
 Phone: 416-977-446

Favel Fripa
 Undergraduate and Postgraduate Studies
 Phone: 416-977-47

Ethnic and Pluralism Studies

The Ethnic and Pluralism Studies program is a leading provider of education and research in the field of ethnic and pluralism studies. The program offers a range of courses and programs, including a Master's program in Ethnic and Pluralism Studies. For more information, please contact the program at 416-977-4749 or visit the website www.utoronto.ca/ethnicstudies.

Students who are interested in these programs should contact the Faculty of Business Administration at 416-977-4749 or visit the website www.utoronto.ca/facultyofbusiness.

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Further information is available from:

Elizabeth Thompson
 Program Administrator
 Phone: 416-977-4747
 Email: etnic.studies@utoronto.ca
 Website: www.utoronto.ca/ethnicstudies

Jeffrey G. Reit
 Program Director
 Phone: 416-946-8999
 Email: reit@utoronto.ca

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e e one 416-946-81

- ai ro ra i.utoronto.ca

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Fro, ram, e, uirements

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Further information is availa, le from

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euroscience (FI,)

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neuroscience incubator and neuroscience education -
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Admissions Requirements

mission to the program is open to all students who are registered in the eeo enta
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NOTE Students who successfully complete the program
 will be noted on their transcripts and eeo enta
 o a orati e ro ra in euroscience in a ition to t e
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Degree Requirements

1. Thesis to complete in the neuroscience area.
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2. e stu ent ust a e an a e uate ac roun in
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4. e stu ent ust co ete at east one a -course or
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South Asian Studies

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Graduate Women's Studies Student Association (GWSA)

The GWSA acts as a source of information and support for students. It offers community in social networking and e-learning opportunities and work relations in an academic environment. For contact information or the current academic calendar, please contact the student representatives at 416-978-6688.

Workplace Learning and Social Learning

Program Director

Jirani Irchandani, Executive Director of Education and Counselling Services
 - Email: jirani@oise.utoronto.ca
 - Phone: 416-978-6688

Degree Programs

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Contact

Website: www.aecpwise.utoronto.ca/programs/collaborative.html
 - Email: wise.utoronto.ca

Participating Faculty

Dr. ...
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Overview

The program caters to students interested in e-learning and e-learning trends in an international context with a focus on social change. The program aims to enrich the education of graduates through a core course and one elective course as well as in the field of an interdisciplinary approach to education and work. The first objective is to situate workplace learning within broader social trends such as globalization and neo-liberalism and organizational restructuring. The program allows for an exploration of the connections between learning and innovation and learning as a social/organizational activity. The second objective is to situate workplace learning strategies that see to foster social change through the use of innovative learning practices.

Students will be able to articulate issues related to workplace learning and training professionals in the workplace as well as work-related e-learning in the areas of social and organizational development, technology and industry relations, and organizational development.

Master of Arts (MA) / Master of Education (MEd)

Admission Requirements

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Doctor of Philosophy (PhD)

Admission Requirements

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Courses

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Interdepartmental Research Areas

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Further information is available from

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Elders

Elders-in-residence ran a program that are available through the first nations house at the University of Toronto for students.

Resources

University of Toronto offers a support program for elders in the community.

Indigenous Education, et or>

Phone 416-978-7777
Fax 416-966-4749
Email ainfo@oise.utoronto.ca

Aboriginal Health

Aboriginal Health
Phone 416-978-8282

Aboriginal Studies (under graduate degree)

Deen ntone Director
Phone 416-978-7777
Website www.utoronto.ca/abs

First Nations House

Phone 416-978-7777
Website www.fnh.utoronto.ca

Other key sites of interest

Aboriginal and Indigenous Studies in Education

www.oise.utoronto.ca/ets/sese/abori/

Indigenous Education, et or>

www.oise.utoronto.ca/ets/aec/lien

Student Teachers Union First Nations Resources

www.oise.utoronto.ca/research/stu/enteuit/irstnationsresources

Critical Pedagogy and Cultural Studies

This research area is concerned with how education is constructed as a social process and its connection with social and cultural oppression and how such injustices are transcended. A critical pedagogy of student research interests includes the relationship between social construction of race and class to social education and communication and the role of critical and pedagogical practices of representation in writing the history of education and the role of education in the construction of a multicultural and anti-racist education.

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Four tout renseignement concernant les demandes d'admission, veuillez contacter

Number
Address
Phone 416-978-1977
Fax 416-966-4714
Email admission@oise.utoronto.ca

Gender Equity in Education

Research in education is essential as a research area for educators who are interested in the professional applications of women's studies in schools. This is especially appropriate for students who are working in teachers or otherwise professional activities as educators. This research area is coordinated between professors of women's studies in education and in education studies in a number of programs. Students are encouraged to pursue research in this area in collaboration with the education research community.

Sociology and Equity Studies in Education

Education in education

Theory and Policy Studies in Education

Education administration
 Higher education
 History and philosophy of education

This research area includes the gender equity issues on the academic and administrative resources on women and schools as well as curriculum materials in the education of girls and in the education of women's education. The research area is coordinated with the research area.

Individual student research projects are encouraged. The research area is open to contact with the research area and to contact with the research area and to contact with the research area.

Advanced courses with focus on gender equity in education include:

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Further information is available from:

Phone: 416-977-4181
 - email: cwse@oise.utoronto.ca
 Website: www.oise.utoronto.ca/cwse

O **Online files**
 Phone: 416-977-4181
 - email: online@oise.utoronto.ca

Language and Critical Pedagogy

Language and culture in education are essential as a way of characterizing human societies and as a central role in the interaction between dominant and subordinate groups. This research area is coordinated with the research area and with the research area.

Students who are interested in the role of language and culture in education are encouraged to consult with the research area and with the research area.

Earnings and Career

This research area is devoted to the study of earnings and career development. The research area is coordinated with the research area and with the research area.

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Anne Goodman

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 - ai sc u urens oise.utoronto.ca

Research and Field Activities

Research and field activities are essential components of the learning process in the field of education. They provide students with the opportunity to apply their knowledge and skills in a real-world context. This section provides information on various research and field activities that can be undertaken by students and faculty members.

In this section, we provide information on various research and field activities that can be undertaken by students and faculty members. The activities are designed to provide students with the opportunity to apply their knowledge and skills in a real-world context. The activities are designed to provide students with the opportunity to apply their knowledge and skills in a real-world context.

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ocumentation sur la recherch/ f/ministe in international journals or in other publications. Research projects can be found in the education journals.

Research and Development Centres

Research and development centres provide a platform for students and faculty members to engage in research and development activities. These centres provide a platform for students and faculty members to engage in research and development activities. These centres provide a platform for students and faculty members to engage in research and development activities.

Centre for Applied Indigenous Science (CAIS)

The Centre for Applied Indigenous Science (CAIS) is a research and development centre that focuses on the application of indigenous knowledge and science to contemporary issues. The centre provides a platform for students and faculty members to engage in research and development activities. The centre provides a platform for students and faculty members to engage in research and development activities.

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Centre for Franco-Ontarian Studies (EHO)

The Centre for Franco-Ontarian Studies (EHO) is a research and development centre that focuses on the study of Franco-Ontarian culture and history. The centre provides a platform for students and faculty members to engage in research and development activities. The centre provides a platform for students and faculty members to engage in research and development activities.

Address: 100 St. George Street, Toronto, ON M5S 1A5
 Phone: 416-978-1978
 Fax: 416-966-4714
 Email: info@oise.utoronto.ca
 Website: www.oise.utoronto.ca/CREFO/

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Hees

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

Academic Hees Structure

Because the course of study in an undergraduate arts program is unstructured and often cannot be described in terms of a specific number of courses and because undergraduate education more often than not results from the student's experiences encountered during the undergraduate courses, the assessment of a student's progress is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

Academic progress is measured in terms of the number of registration hours or credits earned. For master's students, the number of registration hours or credits earned is state on the student's record. This is the basis for the student's progress in the program.

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

... students registered in the program are eligible to receive a degree.

Master's students receive in total their fee on a part-time basis register in those sessions in which they are completing a course requirements or the fee. Once the student has completed the last required course, the student must register annually on a part-time basis until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

OTE. Students are required to pay the full-time fee because of the time taken to complete the requirements of the program. The fee is not entitled to/issue an refund on those fees.

Hees

... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

Calculation of Hees

... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

Canadian Citizens and Permanent Residents

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International Students

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... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

OTE. In addition to Academic Hees, students are also required to pay Incidental Hees.

EdN Hees Candidates

... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

OTE. Fees for students enrolling in the program in the summer session are based on the fees for the fall/intermediate or final examinations.

MAN and NN Hees Candidates

a six or eight half-course program

... students who are currently studying are eligible to receive a Hees referral if applicable. The fee is based on the number of courses taken, the number of attempts and the number of sessions as well as the student's performance in the intermediate or final examinations.

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EdN N e ree candidates

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International Student Hees

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Further information is available from

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Outstanding Hees and Other University Obligations

The following academic sanctions will be imposed on students who are outstanding in financial obligations to the University including residence charges, library fines, loans, bookstore fees, eat service accounts and unreturned library materials and equipment.

Students who do not receive satisfactory results and/or official transcripts of record will not be issued ...

Students who are continuing or returning students shall be required first to outstanding financial obligations to the University and second to current fees. This registration shall be required to a continuing or returning student.

Financial Support

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Graduate Assistantships

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Graduate Student Funding

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www.oise.utoronto.ca/studentsservices/financialinfo/minfund.php

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Awards

Application forms are available from
www.oise.utoronto.ca/student-services/osa-bursary-award/awards-grad.php

More Opportunities for Outstanding Teachers

The William J. Gomersall Scholarship in Urban Education

Working in a high-need school is a challenge for teachers with a record of excellence in teaching in the urban classroom. This award is an honor for the teacher and a recognition of their commitment to the profession.
www.cus.oise.utoronto.ca

Annual Scholarship for Students

This award is given annually to an outstanding student who will be entering a university in the fall. The award is given to a student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership.

Application deadline is April 1.

Christopher Farber Memorial Award

This award is given annually to a student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership.

Applications will be considered as they are received.

Henry H. H. Memorial Scholarship

This award is given to an outstanding student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership. The award is given to a student who has demonstrated exceptional academic achievement and leadership.

Application deadline is April 1.

James M. Scholastic Scholarship

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Application deadline is April 1.

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Application deadline is April 1.

ary Smith Memorial Bursary

The bursary is directed to international students at the University of Toronto who are currently enrolled in a graduate program in the Faculty of Arts and Science. The award will be made on the basis of financial need.

Information is available at [www.utoronto.ca](#).

Robert S. J. Ingleby Entrance Award M.A. in Child Study Education

This award was established in 1960 in honor of Robert S. J. Ingleby, a former student of the Faculty of Education. The award is available to students who are currently enrolled in a graduate program in the Faculty of Education. The award is given to students who demonstrate academic excellence and financial need. The award is given to students who are currently enrolled in a graduate program in the Faculty of Education. The award is given to students who demonstrate academic excellence and financial need.

Alfred C. Jones Fellowship

The Alfred C. Jones Fellowship was established in 1960 in honor of Alfred C. Jones, a former student of the Faculty of Education. The fellowship is available to students who are currently enrolled in a graduate program in the Faculty of Education. The fellowship is given to students who demonstrate academic excellence and financial need. The fellowship is given to students who demonstrate academic excellence and financial need.

Information is available at [www.utoronto.ca](#).

Eternal Scholarships

Fulbright Student Awards

Fulbright awards are intended for Canadian and American graduate students and junior professional workers to enroll in a graduate studies program or continue their current course of graduate study and/or research at a university or research centre in the United States or Canada respectively.

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

For a complete list of awards, visit [www.fulbright.ca](#).

Please refer to their website or contact information at www.fulbright.ca/en/graduatestudent.asp

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a first degree in a field of study. The award is given to students who demonstrate academic excellence and financial need. The award is given to students who demonstrate academic excellence and financial need.

Application forms are available from osap.gov.on.ca

For students currently enrolled in a graduate program, applications must be submitted to our department website. The deadline is usually early October or the following academic year will be announced on the department website. [#BiseNtorontoNax studentservices](#) in email. For prospective university graduate students, please refer to their website.

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

These fellowships are intended for students in the social sciences and humanities research council of Canada are available to Canadian citizens or permanent residents of Canada in the country at the time of application. The award is given to students who demonstrate academic excellence and financial need. The award is given to students who demonstrate academic excellence and financial need.

Application forms are available at [#shrcNax](#)

For students currently enrolled in a graduate program, applications must be submitted to our department website. The deadline is usually early October or the following academic year will be announced on the department website. [#BiseNtorontoNax studentservices](#) in email. For prospective university students, please refer to their website.

Ontario English Catholic Teachers Association (OECTA) Scholarships and Hello Ships - up to, 10,000

The Ontario English Catholic Teachers Association offers a variety of financial support programs for its members. These include the OECTA Hello Ships program, which provides financial assistance to members who are experiencing financial hardship. The amount of support varies depending on the individual's circumstances.

Application forms are available from:

Ontario English Catholic Teachers Association
600 St. Clair Avenue East
Toronto, Ontario M4E 1B7
Telephone: 416-924-4149

Information is available at:

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

The Ontario Secondary School Teachers Federation (OSSTF) offers a variety of financial support programs for its members. These include the OSSTF Scholarships and Awards program, which provides financial assistance to members who are experiencing financial hardship. The amount of support varies depending on the individual's circumstances.

Application forms are available from:

Ontario Secondary School Teachers Federation
600 St. Clair Avenue East
Toronto, Ontario M4E 1B7
Telephone: 416-711-1111

Information is available at:

Bursary

The bursary program provides financial assistance to students who are experiencing financial hardship. The amount of support varies depending on the individual's circumstances. For more information, please contact the relevant organization.

Emergency Student Loans

Emergency student loans are available to students who are experiencing financial hardship. These loans are designed to provide immediate financial assistance to students who are unable to pay their tuition or other educational expenses.

Information is available at:

Emergency Assistance - International Students

Emergency assistance is available to international students who are experiencing financial hardship. This assistance is designed to provide immediate financial support to students who are unable to pay their tuition or other educational expenses.

For more details, please contact:

International Student Services
- Email: isise@oise.utoronto.ca

Student Services and Facilities

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Student Services and Facilities

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Education Commons

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Education Commons

Telephone 416-978-76
Web site www.oise.utoronto.ca/ec

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Graduate Students Association

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students in an area social and cultural activities and interest to students. The program offers coordinated activities of students in the various departments and disciplines.

Location: 100 Street East, Room 11
Telephone: 416-977-4111
E-mail: sa@oise.utoronto.ca

Indigenous Education, et al. (IEA)

The IEA is a self-governing organization founded in 1989 for Indigenous students. It provides an Indigenous presence at an annual or discussion on issues relating to Indigenous education and research. The IEA includes an Indigenous student caucus which is a peer support group for Indigenous students. The IEA also represents Indigenous students on the student council.

The IEA supports Indigenous students and their student interests in education. It also provides Indigenous education and research on Indigenous issues in relation to education and supports the development of Indigenous curriculum at the elementary and secondary levels. It also provides support for Indigenous students and their families in the initial teaching and learning process. The IEA also provides support for Indigenous students and their families in the initial teaching and learning process. The IEA also provides support for Indigenous students and their families in the initial teaching and learning process.

Location: 100 Street East, Room 7-191
Telephone: 416-977-4111
Website: www.oise.utoronto.ca/research/ien

International Students

Specialized services are provided to students from around the world. The International Student Centre provides a range of services to help students adjust to life in Toronto. The centre provides information on housing, transportation, and other services. The centre also provides support for students who are experiencing difficulties. The centre also provides support for students who are experiencing difficulties.

Admission officers in the various faculties constitute an important part of each course. The International Student Centre provides information on admission requirements and procedures. The centre also provides support for students who are experiencing difficulties. The centre also provides support for students who are experiencing difficulties.

Admission officers in the various faculties constitute an important part of each course. The International Student Centre provides information on admission requirements and procedures. The centre also provides support for students who are experiencing difficulties. The centre also provides support for students who are experiencing difficulties.

International Students Association (ISA)

The International Students Association (ISA) is a student organization that provides support and resources for international students. The ISA provides information on housing, transportation, and other services. The ISA also provides support for students who are experiencing difficulties. The ISA also provides support for students who are experiencing difficulties.

Location: 100 Street East, Room 117
Telephone: 416-977-4111
E-mail: isa@oise.utoronto.ca

Indspace Daycare

Indspace Daycare is a non-profit centre that provides care for children of Indigenous students. The centre provides care for children of Indigenous students. The centre provides care for children of Indigenous students. The centre provides care for children of Indigenous students.

Location: 100 Street East, First Floor
Telephone: 416-977-4111
Hours: 416-966-4777
E-mail: irra@oise.utoronto.ca

Student Services Office

The Student Services Office provides support and resources for students. The office provides information on housing, transportation, and other services. The office also provides support for students who are experiencing difficulties. The office also provides support for students who are experiencing difficulties.

Director: Eleanor O'Neil
Location: 100 Street East, Room 117
Telephone: 416-977-4111
Hours: 416-966-4776
E-mail: stuser@oise.utoronto.ca
Website: www.oise.utoronto.ca/student-services

University- Wide Student Services and Facilities

Original Student Services and Programs - First Nations House

First Nations House is located on the 4th floor of the University of Toronto's main building. It provides a safe and supportive environment for First Nations students. The house offers a variety of services, including academic support, cultural programming, and a community space. It is a place where students can connect with others and receive the support they need to succeed.

Location: First Nations House
6th floor, 280 Spadina Avenue, Toronto, Ontario M5S 1A5
Telephone: 416-977-7777
Hours: 416-977-1111
E-mail: n.in@utoronto.ca
Website: www.n.utoronto.ca

Accommodation and Cost of Living

The following table provides an overview of the costs associated with living in Toronto. These costs are based on current market rates and are intended to provide a general idea of what to expect.

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| Accommodation | 7 |
| Food/Utilities | 1 |
| Transportation | 6 |
| Books | 2 |
| Health Insurance | 7 |
| International Students | 6 |
| Local Transportation | 1 |
| Miscellaneous | 6 |
| TOTAL | \$18,206 |

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office is committed to creating a safe and inclusive environment for all students. We provide support and resources for students who have experienced racism or discrimination. Our services include counseling, advocacy, and educational programming. We are dedicated to promoting cultural diversity and understanding on campus.

Location: 7th floor, 280 Spadina Avenue, Toronto, Ontario M5S 1A5
Telephone: 416-977-1111
Hours: 416-971-1111
Website: www.racereactions.utoronto.ca

Career Centre

The Career Centre provides a wide range of services to help students explore their career options and prepare for the job market. Our services include career counseling, resume writing, and job search assistance. We also offer workshops and seminars on various career topics. Our goal is to help students make informed decisions about their future and achieve their career goals.

Location: 14th floor, 280 Spadina Avenue, Toronto, Ontario M5S 1A5
Telephone: 416-977-7777
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for ensuring the safety and well-being of the campus community. We provide a variety of services, including safety training, emergency preparedness planning, and crime prevention programs. We work closely with law enforcement and other campus organizations to create a safe and secure environment for everyone.

Location: 1st floor, 280 Spadina Avenue, Toronto, Ontario M5S 1A5
Telephone: 416-977-1414
Hours: 416-946-896
Website: www.communitysafety.utoronto.ca

Disability Services for Students

The Disability Services for Students office provides support and accommodations for students with disabilities. Our services include academic accommodations, assistive technology, and accessible campus resources. We work with students to identify their needs and provide the support they need to succeed. Our goal is to ensure that all students have an equal opportunity to participate in campus life.

Location: 1st floor, 280 Spadina Avenue, Toronto, Ontario M5S 1A5
Telephone: 416-977-7777
TNNN: 416-977-1919
Hours: 416-977-7777
E-mail: disability@utoronto.ca
Website: www.studentie.utoronto.ca/accessibility

Family Care Office

Family care office offers assistance with issues affecting students and adults who are applying for residency with educational and career pursuits. Family care can also provide access to other services to meet the needs of our family members. The issue is a family or marital counselling or a caregiver or a student with a mental illness.

Location. 140 E. E. Street, Toronto Ontario M9C 1B9

Telephone. 416-978-9191

Hours. 416-978-4747

E-mail. family.care@utoronto.ca

Website. www.family.care.utoronto.ca/

Art House

Art House provides a safe and fun environment for students and staff interested in art, music, and dance. It offers a variety of programs and activities, including art classes, music lessons, and dance workshops. Art House is a great place to learn, grow, and have fun.

Location. 7 Art House Circle

Telephone. 416-978-4444

E-mail. info@art.house.ca

Website. www.art.house.utoronto.ca

Health Services

Health Services provides a wide range of services for students and staff. We offer primary care, mental health services, and specialized care. Our services are designed to support your overall health and well-being.

Students need health insurance coverage - or a student health insurance plan. If you do not have health insurance, you can apply for a student health insurance plan. The cost of the plan is included in your tuition fees.

Students need health insurance coverage - or a student health insurance plan. If you do not have health insurance, you can apply for a student health insurance plan. The cost of the plan is included in your tuition fees.

Location. 140 E. E. Street, Toronto Ontario M9C 1B9

Telephone. 416-978-9191

E-mail. health@utoronto.ca

Website. www.utoronto.ca/health

OUSIN

OUSIN is a free, confidential, and confidential service for students and staff. We provide support and resources for students and staff who are experiencing mental health issues. Our services are available 24/7.

Location. 140 E. E. Street, Toronto Ontario M9C 1B9

Telephone. 416-978-9191

Hours. 416-978-1616

E-mail. oustin@utoronto.ca

Website. www.ousin.utoronto.ca

International Student Centre (ISC)

The International Student Centre (ISC) provides support and resources for international students. We offer a variety of services, including orientation, academic support, and cultural activities. Our goal is to help you adjust to life in Toronto and succeed in your studies.

Location. 140 E. E. Street, Toronto Ontario M9C 1B9

Telephone. 416-978-6664

Hours. 416-978-4499

E-mail. isc@utoronto.ca

Website. www.isc.utoronto.ca

Queer, Lesbian, Bisexual, Transgendered, and Two-Spirit Resources and Programs Office

The Queer, Lesbian, Bisexual, Transgendered, and Two-Spirit Resources and Programs Office provides support and resources for LGBTQ+ students and staff. We offer a safe and inclusive environment where you can be your authentic self.

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Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services. The electronic mail and other computer-based online correspondence systems as well as facsimile or e-mail are also used for correspondence to students.

Official correspondence may include but is not limited to matters relating to students' participation in the academic program or a significant information concerning the University or a specific issue in the program and other matters concerning the administration and governance of the University.

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining an address in the University on the University student information system current to a current and valid postal address as well as a e-mail address or a University-issue electronic mail account that meets a standard service set of electronic-resident and postal.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

University Rights and Responsibilities Regarding Official Correspondence

The University reserves the right to use technical services and infrastructure to provide electronic mail and/or online communications systems available to students. The University reserves the right to use electronic mail in connection with the University's information privacy and records retention requirements and policies as well as other University correspondence and student records.

The University's expectations concerning use of information and communication technology are articulated in the policies on appropriate use of information and communication technology available on the University's website at <http://www.utoronto.ca/information-communication-ecnoo>.

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail in the electronic message account system to the University on a regular and consistent basis.

Students are responsible for recognizing that certain communications are time-critical. Students are expected to forward their University-issue electronic mail account to another electronic mail service provider as well as to ensure that a University electronic message communication sent to the official University-issue account is received and read.

Academic Staff (as of January 2009)

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