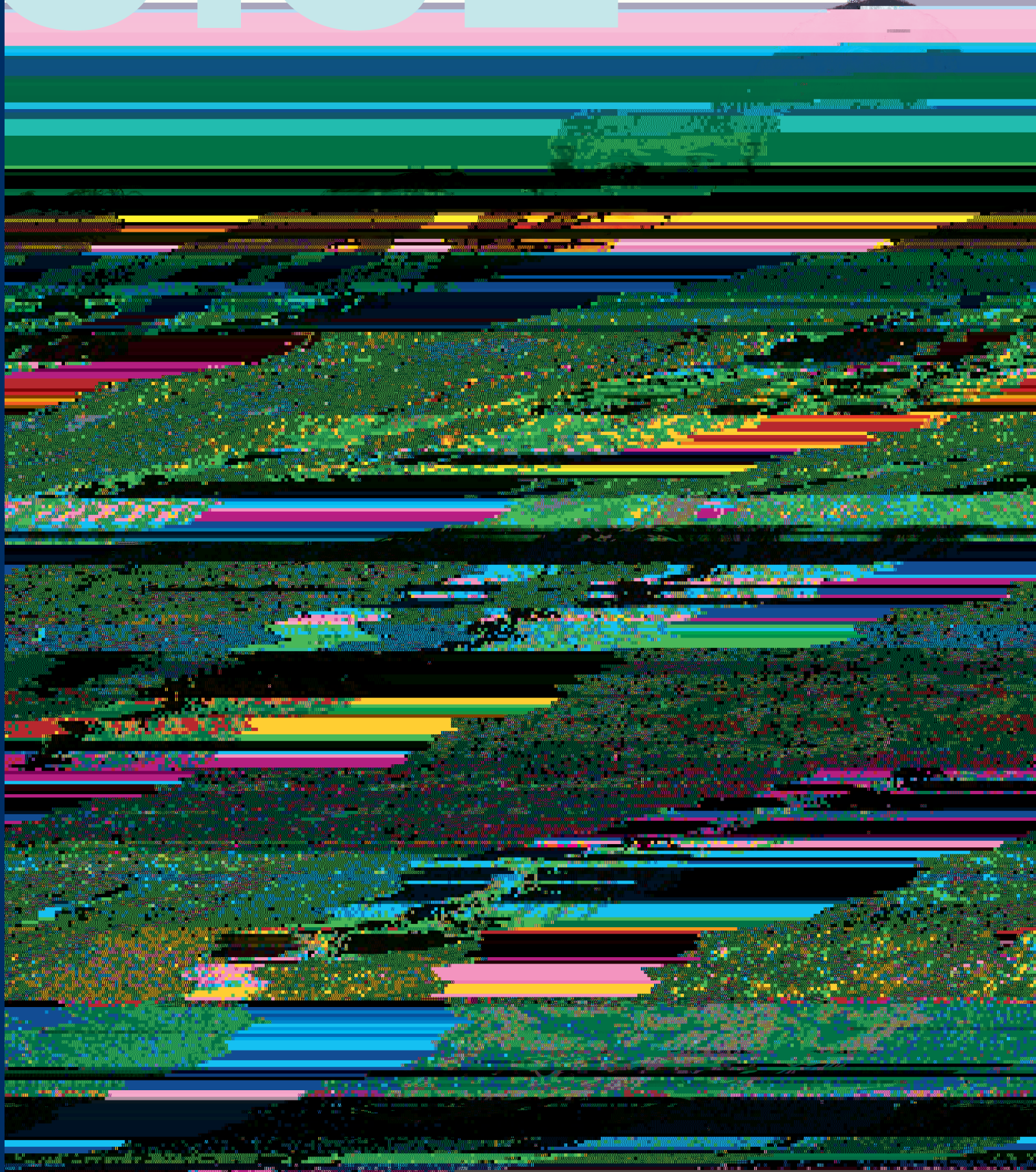


OISE



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

Graduate Studies in Education

2010-11 Bulletin

Application and Admission Inquiries:

Website: www.oise.utoronto.ca/ro

Telephone: 416-978-1682

Fax: 416-321-9964

E-mail: gradstudy@oise.utoronto.ca

Current Student Registration Inquiries:

Website: www.oise.utoronto.ca/ro

Fax: 416-978-1682

E-mail: reg@oise.utoronto.ca

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Applications/Admissions

Students cannot undertake to reconfirm their intent for admission every semester. Applicants who meet the minimum admission requirements are required to reconfirm their intent.

Changes to Fees

At the time of publication, the 2011-12 fees schedule has not yet been established. The amounts quoted in the Fees section, pages 24 - 26, are from the 2009-10 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

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Mission

S i s c

School of Graduate Studies

Brian Corman, Ph.D.

- April 3 Continuing students should select courses for the 2021 Summer Session, the 2021 Fall Session and the 2021 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
- May 3 Lectures begin for the 2021 Summer Session, first term
- May 7 Final date for submitting a complete application for admission to degree programs beginning in the 2021 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses or for financial support
- May 7 Deadline for registration for 2021 Summer Session courses which begin in May
- May 7 Deadline for registration for 2021 Summer Session Independent Study and Research
- May 7 Final date for Special Students to submit a complete application for admission to the 2021 Summer Session, second term
- May 11 Grade submission date for 2021 Winter Session and full-year courses. Grades will be available on SIS via SIS approximately one week after this date

July 9

Final date to request a deferral of admission from the 2021 Summer Session to the 2021 Summer Session

July 1

Deadline for Masters students to request convocation in the Fall if all degrees are earned by the end of the Summer Session

cto er 6

eadline for adding 201 Fall Session and full-IS

- January 17 Deadline for final oral examinations for d. and h. degrees to be conferred in absentia at the March meeting of the governing Council. Arrangements must be made through the Registrar's Office/ Graduate Studies Registration Unit **at least ten working weeks before this date**, taking into account the intervening Christmas holiday
- January 17 Deadline for students who hold dual registration for both M.A. and h. degrees to be recommended for the Master's degree. This date is crucial for meeting School of Graduate Studies deadlines
- January 17 Deadline for Master's degree students who completed degree requirements in the 2011 Fall Session to submit appropriate documentation to the Registrar's Office/ Graduate Studies Registration Unit for Master's degrees to be conferred in absentia at the March meeting of the governing Council or at Spring Convocation. This date is crucial for meeting School of Graduate Studies deadlines
- January 26 Deadline for submitting the final h. or d. thesis for students whose degrees are to be conferred in absentia at the March meeting of governing Council
- February 2 Family Day - University closed
- February 2 Deadline for withdrawing from the 2011 Winter Session and full-year courses without academic penalty
- March 4 Final date for submitting a complete application for admission to degree programs beginning in the 2011 Summer Session/ first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses or for financial support
- March 14-18 Midwinter break in the Ontario school system - No classes scheduled
- March 1 Deadline for Master's students to request convocation in June if **all** degree requirements/ co-requisites and/or research will be completed in the 2011 Winter Session
- March 20-26 Course selection information will be available for continuing students for the 2011 Summer Session/ 2011 Fall Session **and** the 2012 Winter Session
- April 1 Last day of 2011 Winter Session and full-year lect

2011 continued

- May 6 Final date for submitting a complete application for admission to degree programs beginning in the 2011 Summer Session/ second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses or for financial support
- May 6 Final date for Special Students to submit a complete application for admission to the 2011 Summer Session/ second term
- May 1 Grade submission date for 2011 Winter Session and full-year courses. Grades will be available on SIS via SIS approximately one week after this date
- May 1 Deadline for S/F designation for 2011 Fall Session courses to be changed to a regular grade: an C or a failing grade
- May 2 Victoria Day University closed
- June 7-8 Spring Convocation see [777.60/60/40/54020/40/40](#)
- June 24 Final date for submitting a complete application for admission to degree programs beginning in the 2011 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses or for financial support

Travaux et thèses en français

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Two half-courses which run for both the Fall and
inter Sessions

OR

one full course which runs for both the Fall and
inter Sessions

Study in Summer Session

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

All honors students and doctoral students who have
completed the minimum full-time study requirement will
register for the Fall term, and all students will register for the
Fall term.

where full-time on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the

required course is taken in the Summer Session, a change to part-time status must have been made for the re-
vi

completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 37 - 178.

Admission Requirements

- a. A University of Toronto M. Ed. or M.A. in Education, or its equivalent from a recognized university in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto

Doctor of Philosophy (Ph.D.)

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

Regulations concerning the Ph.D. degree are detailed in the University Catalog.

Applicants to Degree Programs

1. Application for Admission

The School of Graduate Studies requires all applicants to degree programs to submit an application for admission. The application process is designed to ensure that all applicants are evaluated fairly and that the highest quality students are admitted to the programs. The application process includes the submission of a completed application form, transcripts, and letters of recommendation. The application fee is \$50.00. The application deadline is typically in the fall semester. For more information, please contact the Office of Graduate Studies at (508) 548-2222 or visit our website at www.usf.edu/graduate.

5. Supporting Documentation

The University of Toronto/ School of Graduate Studies on-

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f) Special Notes for Applicants to the C

◆ International English Language Testing System (IELTS)

University of Cambridge Local Examinations Syndicate
 - email: ielts@ucles.org.uk
 - website: www.ielts.org

The minimum IELTS score required is 7. Applicants must take the academic module of this test.

◆ The Certificate of Proficiency in English (COPE)

Cambridge Testing Limited
 Telephone: 416-967-7673
 - email: info@coetest.co.uk
 - website: www.coetest.co.uk

The minimum COPE total score required is 76 with a minimum score of 20 in each component and a minimum score of 30 in the writing component.

◆ The University of Toronto, School of Continuing Studies, English Language Program, Academic Preparation Course (Level 60)



and gender relations in education, learning and work
and emerging expertise in Disability Studies as well as
Peer Studies.

Interdepart

Research Methodology Courses

She has a great deal of expertise in the area of research methodology.

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

- ◆ **Adult Education and Community Development**
- ◆ **Counselling Psychology**

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

Each program offers the following degrees: M.Ed./M.A. and Ph.D. Additionally, the department offers a D.M.A. in Music Therapy, a Ph.D. in Music Therapy, a Ph.D. in Music, and a Ph.D. in Music Education.

Bonnie Burstow, Ph.D. (Toronto)

Senior lecturer

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Jack Quarter, Ph.D. (Toronto)

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

nonprofit organization
academic research and
international
development
quarter@oise.utoronto.ca

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

Assistant Professor

organizational learning and change
development
restoule@utoronto.ca

◆ Associated Instructors

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

Consultant, organizational learning and change leadership
development, stakeholder consultation processes
dabbeylivingston@oise.utoronto.ca

MaryAnn Archer, Ed.D. (Toronto)

organizational development consultant
archer@nxknowledge.co

Isla Carmichael, Ph.D. (Toronto)

Sessional Lecturer, Director of Policy, Ontario
Commission on Extensions, Workplace, Organizational and
Economic Democracy Education, Labour and Work
icarmichael@oseu.org

Guy Ewing, Ph.D. (Toronto) (M')

Community literacy worker and researcher
guy@

◆ **Doctoral Field Placement Supervisors for
Counselling Psychology**

NOTE: Chan

Initial Teacher Education Program

◆ Business Studies

Laura Pinto, M.Ed. (Windsor)

Lecturer

l.pinto@oise.utoronto.ca

◆ Technological Studies

Sara McKittrick, M.Ed. (Toronto)

Lecturer

s.mckittrick@oise.utoronto.ca

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

Sessional Lecturer

burns@oise.utoronto.ca

Bob Corney, B.A. (McMaster)

Sessional Lecturer

Master of Arts (M.A.) & Master of Education (M.Ed.)

Admission Requirements

All students interested in articulating in the SC
Collaborative Graduate Program are invited

Courses

WPL1131H Master's Seminar in Workplace Learning and Social Change

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

WPL3931H Doctoral Seminar in Workplace Learning and Social Change

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of workplace learning, and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area.

Other University of Toronto Collaborative Graduate Degree Programs

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

Aboriginal Health

The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations. Further information is available on page 179 of this *Bulletin*

collaborations with art education institutions, connections with community organisations and the public and artist-in-residence programs.

The Comparative, International and Development Education Centre (CIDECE)

Program Co-Directors:

Karen Mundy, Adult Education and Counselling Psychology

Sarfarozi Niyozov, Curriculum / Teaching and Learning

Contact:

Website: cidece.otago.ac.nz

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Certificate Programs

◆ Graduate Certificate Programs

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deographic attributes possessed by individual workers. e
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AEC1173H Creativity and Wellness: learning to Thrive
Theore



AEC3181H Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a supportive and stimulating

WPL1131H Workplace Learning and Social Change - Masters

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



The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Counselling Psychology Program aims to provide knowledge of a psychological practice and counselling services required by community agencies and educational institutions and critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization

- ◆ Counselling Psychology for Psychology Specialists M.A. / Ph.D.
- ◆ Counselling Psychology for Community and Educational Settings M. Ed. / Ph.D.
- ◆ Guidance and Counselling M. Ed.

Applicants should consider each field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called **Guidelines for the Counselling Psychology Program**. The guidelines are available online at <http://www.upei.ca/~counselling/401345/43/1/8>.

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

General Information

For application information and forms visit the Registrar

11 Glington Avenue, 2nd Suite
Toronto, Ontario M4G 1A3
Telephone: 416-961-8817
Telephone: 1-800-499-8388
E-mail: cyarrow@coo.on.ca
Website: www.coo.on.ca

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

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

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

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

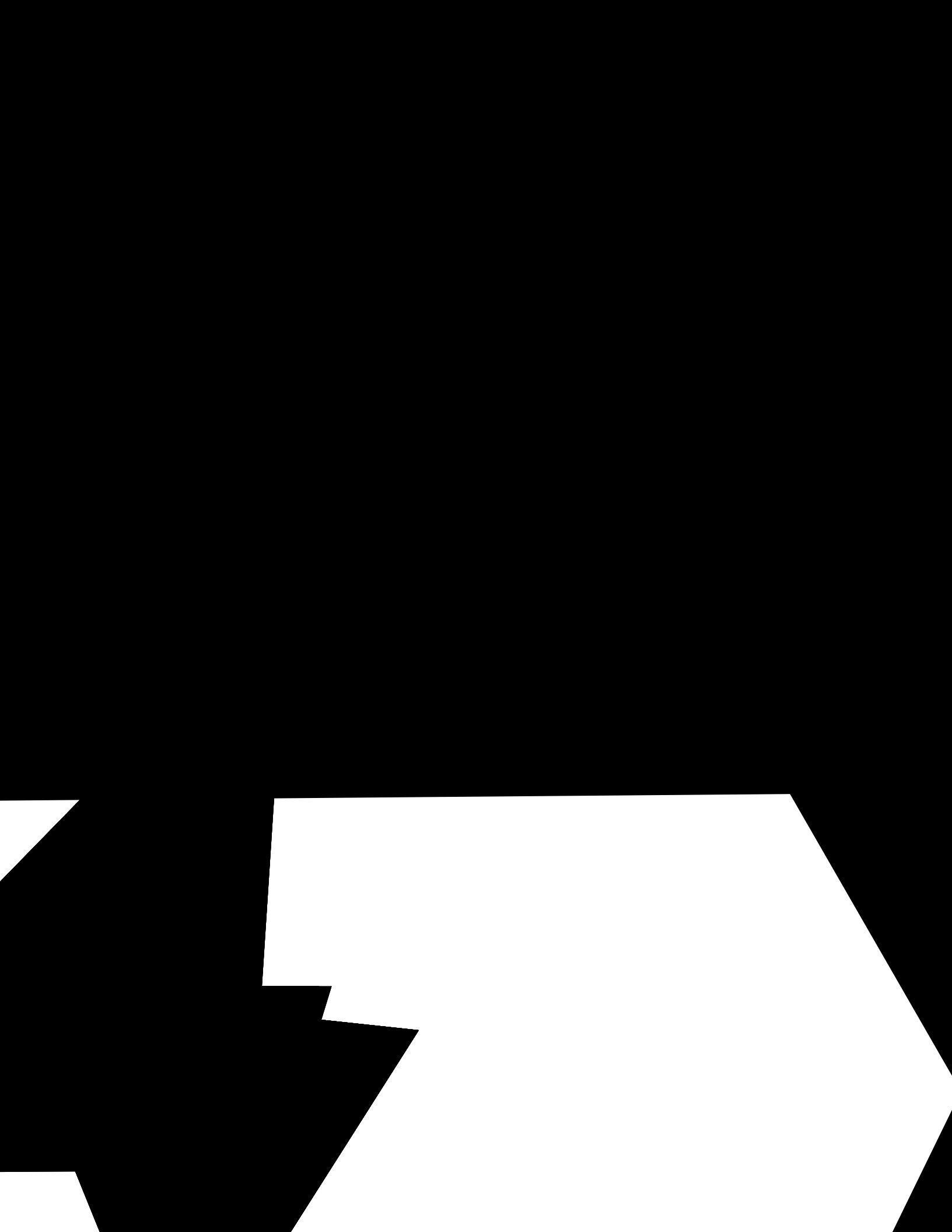
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The section on professional psychology is a comprehensive examination in the five areas of professional training

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

Counselling Psychology for Community and Educational Settings

Master of Education (4-1#) (JG 4



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

The following graduate programs are offered by the Curriculum / Teaching and Learning department:

- ◆ Curriculum Studies and Teacher Development
M. Ed./M.A./Ph.D.

- ◆ Master of Teaching / M. Ed. / M.A. / Ph.D.

Associate Chairs of the Department

TBA

Associate Chair Academic

Clare Brett, Ph.D. (Toronto)

Associate Professor Coordinator of Graduate Programs
at the University of Toronto
Faculty of Education
Department of Educational Psychology
427 Education Building
78 King Street West
Toronto, Ontario M5S 1A5
Canada
Phone: (416) 978-2737
Fax: (416) 978-2737
Email: clare.brett@utoronto.ca

Kathleen Gallagher, Ph.D. (Toronto)

Associate professor Canada Research Chair in School
Research in Pedagogy and Policy Academic Director
Centre for Inclusive Schooling

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a t o n t a in r

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

Assistant professor

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David Montemurro, M.A. (York University)

Lecturer

ta r at on an o nt nn r t at on
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n a r nt

Sarfarozi Niyozov, Ph.D. (Toronto)

Assistant professor Co-director Co-ordinator
International and Development Education Centre

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Erminia Pedretti, Ph.D. (Toronto)

Professor

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Enrica Piccardo, Ph.D. (Università degli Studi di Brescia)

Associate professor

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Associated Faculty

Guy Allen, Ph.D. (Toronto)

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

Lee Bartel, Ph.D. (Illinois – UC)

Associate Professor / cross-appointed from Faculty of Music

Xi Chen-Bumgardner Ph.D. (Illinois)

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

Marcel Danesi, Ph.D. (Toronto)

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

Robert K. Logan,

Program Co-ordinator:

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Core Faculty:

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Docto

teaching techniques and of constructing practical assessment strategies. Particular attention will be given to role - solving skills.

Strat

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours présente des modèles qui orientent la mise en oeuvre des principales composantes de la programmation. Il vise à l'identification des résultats généraux et spécifiques d'un programme.

CTL1016H Cooperative Learning Research and Practice

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

Cooperative Learning

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

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

Qualitative Inquiry in Curriculum, Teaching and Learning

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment; develop authentic assessment tools appropriate to their teaching assignments; and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments; portfolios; self-evaluation; cooperative assessment; student beliefs and attitudes toward assessment; measurement of affective outcomes and professional standards for evaluating student assessment practices.

Authentic Assessment

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curricula

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

The

CTL1211H Action Research in Science, Mathematics and Technology Education [RM]

This is an active research-based course in which participants will share and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and a radical plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Course members need to be active in their work - e.g., currently working as a teacher, consultant, etc. - in order to carry out their projects. This course may be best taken after a few courses in a Masters level program, which may provide students with some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.

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

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards i) a critical appraisal of the role of the history of science in science education, and ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for socio-political goals. Course members will have the opportunity to continue on

CTL1220 Sociocultural Theories of Learning

This course is an introduction to sociocultural theories of learning, including both historical and contemporary views on how culture, society and history influence the nature of learning. We will begin with Vygotsky and activity theory and discuss

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L1306H Language Research Theories

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CTL1307H Identity Construction and Education of Minorities

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

L1306H Qualitative

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efforts

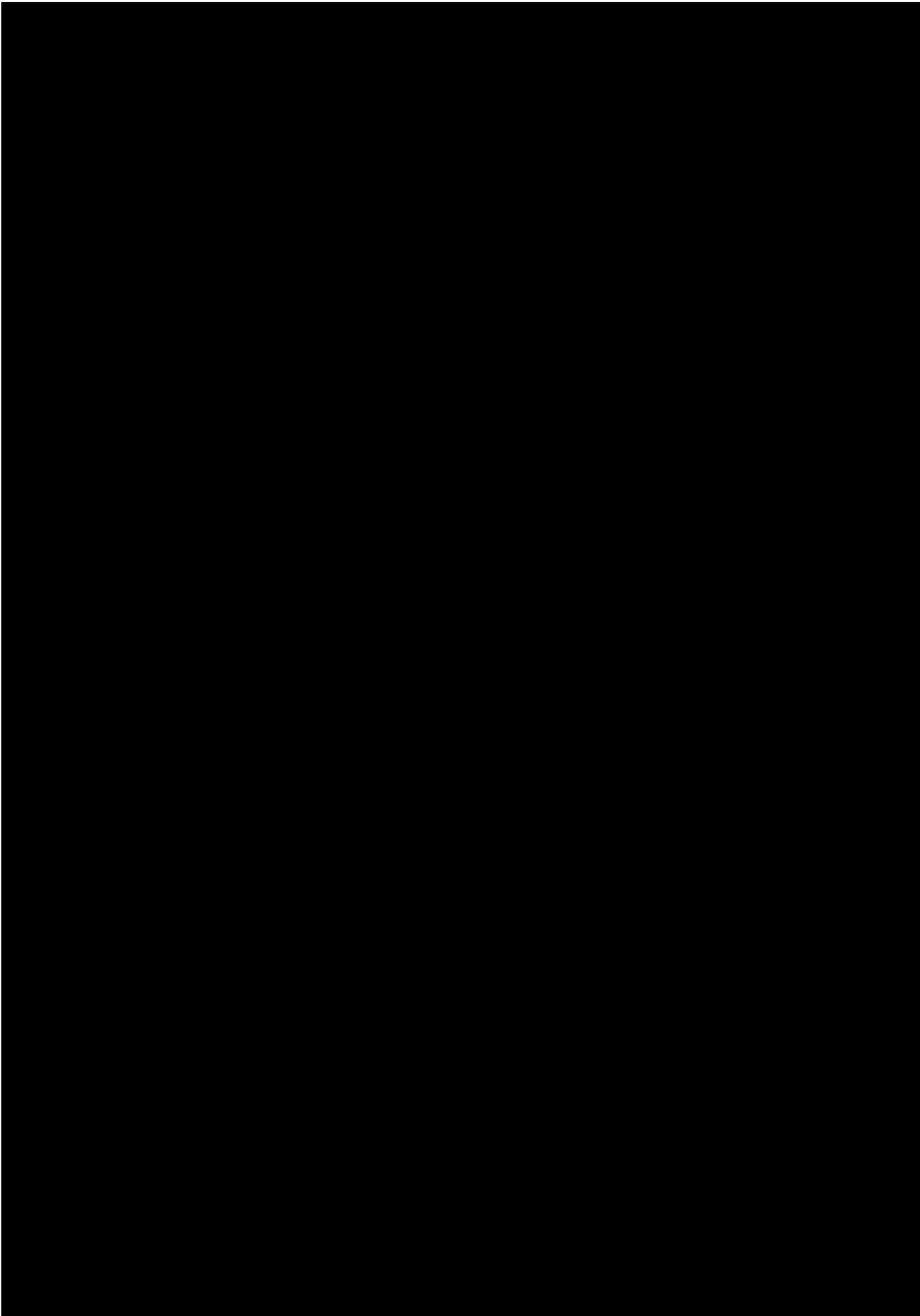
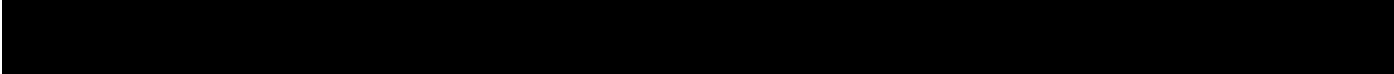
CTL1810H Qualitative Research in Curriculum and Teaching [RM]

Critical examination of current qualitative paradigms of

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

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

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teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain

Program Coordinators

C. Prossni
J. Scarfo

Core Faculty

C. Cecile, J. Campbell, J. Ldridge, J. S. Onda
J. Finlayson and J. Hewitt, J. McLaughlin

The Master of Teaching in Elementary and Secondary Education (M.T.E.) program is two years of full-time study leading to a Master of Teaching degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies the holder to teach in either the primary and 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 program offers students a unique educational opportunity which combines teacher qualification with advanced study of educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum, human development, ethics, educational law, diversity, educational technology, teaching, and learning. This teacher education program offers the opportunity for elementary and secondary student teachers to deepen their knowledge of all aspects of teaching. The high level of academic rigor combined with increased practice teaching experiences enhances and extends the theoretical and practical knowledge of students preparing to become teachers.

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

Admission Requirements

Applicants are admitted under OSS general regulations. They must have the equivalent of an appropriate university of Toronto four-year bachelor's degree with standing equivalent to a university of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or

Primary/Junior Concentration

First Year Core Courses

- CT, 7 1, Curriculum and Teaching in Literacy
- CT, 7 2, Curriculum and Teaching in Mathematics
- CT, 7 3, Curriculum and Teaching in Social Studies and Science
- CT, 7 4, Practicum in Schools
- CT, 7 6, Effective Teaching and Inquiry into Research in Education
- CT, 7 7, Authentic Assessment
- CT, 7 11, Child and Adolescent Development

Second Year Core Courses

- CT, 7 1, Educational Professionalism Ethics and the Law
- CT, 7 5, Practicum Internship
- CT, 7 8, Introduction to Special Education and Adaptive Instruction
- CT, 7 9, Anti-Discriminatory Education
- CT, 7 10, Issues in Literacy and Literacy
- CT, 7 13, Arts in Education

Topics include teaching textual forms; writing processes; classroom language and media/technology. Teacher candidates will read, write, view, talk and represent their understanding of text to reflect on English/Language Arts practices and theories; as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skills requirements in English/Language Arts will be linked to Ontario Ministry of Education guidelines. This course is normally open only to students in the M.T. in Elementary and Secondary Education program.

Sta

CTL7021Y Curriculum and Teaching in History - Intermediate/Senior

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

Sta

CTL7022Y Curriculum and T

the following courses can fulfill this requirement

CT, 118, CT, 133, CT, 141, CT, 136,
CT, 181, CT, 184, CT, 319, CT, 38,
CT, 383, CT, 387, A C14, 127,
128, S S19.

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

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CTL3001H Research Colloquium in Second Language Education: Master's Level [RM]

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curricular activities in second-language learning and teaching.

Continuation

CTL3002H Second Language Teaching Methodologies

This course offers a historical survey of second language teaching methodologies and provides students with theoretical knowledge of innovative current practices, including the move from a post-method era, new ways of teaching traditional second language skills, and other key issues current in the field. All learner groups are considered in minority and majority settings in Canada and internationally, though English and French are emphasized.

Continuation

CTL3003H Planning and Organizing the Second Language Curriculum

This course deals with current theory and practice in the development of the second language curriculum, the planning, needs analysis, objectives, content, structure, and evaluation of second language programs for preschoolers to adults. Special attention will be paid to the selection and modification of pedagogical materials.

Continuation

CTL3004H Language Awareness and Its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language, its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society and its role in creating, sustaining, and enhancing power. The aim of the course is to consider i) language awareness in first, second, and foreign language education ii) the special need for language awareness in L2 contexts and iii) the role of language awareness in teacher development.

Continuation

CTL3005H Current Issues in Second Language Education

This course will consider current topics relevant to the teaching of second and foreign languages. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar and testing.

Continuation

CTL3007H Discourse Analysis

This seminar focuses on discourse and discourse analysis, and their applications in various contexts.

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CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education; 2) initial teacher preparation; 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education. Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.

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CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning

Social constructivism from the perspective of a sociocultural theory of mind.

Key concepts from sociocultural theory for example, the zone of proximal development, scaffolding, private speech,

and mediation will be considered as they relate to SLA.

Relevant writings of Vygotsky, Bruner, and others will be discussed.

Relevant writings of Vygotsky, Bruner, and others will be discussed.

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

In Semester 2 of the Curriculum Studies and Teacher Development program assumed responsibility for offering a range of courses in teacher development. Students interested in this area of research should apply to the Curriculum Studies and Teacher Development program. Students currently registered in the Teacher Education program will continue to take their courses.

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Graduate Collaborative Program in Educational Policy

The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improvement.

- CT 1313, Gender Equity in the Classroom
- CT 184, Gender Issues in Mathematics, Science, and Technology
- CT 1861, Critical Ethnography M

All programs of study should be planned in consultation with the program advisor in the CT, Department and with the CAS Coordinator of Graduate Studies.

Further information: www.umt.edu, cas@umt.edu, [406.297.2000](tel:+14062972000), [406.297.2000](tel:+14062972000), [406.297.2000](tel:+14062972000)

The Department of Human Development and Applied Psychology offers graduate degrees in three programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood.

Our mission is to develop skilled and thoughtful researchers and professionals who will extend knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following **MA # BS # SI**

Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers' Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M

Associate Chair of the Department

Earl Woodruff, Ph.D. (Toronto)

Associate professor cross-appointed to the department of
Curriculum, Teaching and Learning
at the University of Toronto, Ontario, Canada

Faculty

Mary Louise Arnold, Ed.D. (Harvard)

Associate professor

at the Harvard Graduate School of Education, Harvard University, Cambridge, Massachusetts, USA

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

Associate professor cross-appointed to the Centre of
Criminology

i o t t o i i o t o n r r n r t
o t n n a a n a o a n n o r on nt

Katreena Scott, Ph.D. (Western)

Associate professor

a i o n t an on o o nt a o r an r r *S S S on S S a S S a S S o n S S*

Sandra Trehub, Ph.D. (McGill)

Professor in the Department 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 Psychologist

Kenneth Zucker, Ph.D. (Toronto)

Professor in the Department of Psychology, University of Toronto

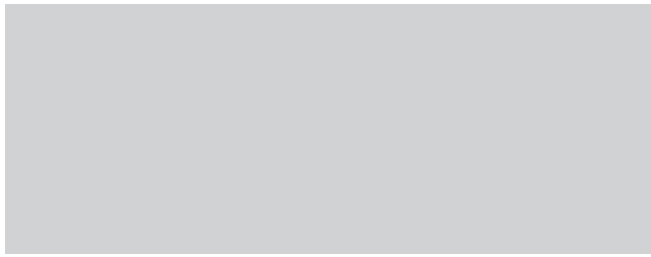
M

Second Year Courses

Academic Term

In addition to one academic term elective half-course:

sycho



The School and Clinical Child Psychology (SCC) program is accredited by the Canadian Psychological Association in school and clinical psychology. The program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

Our training model includes three fundamental principles with regard to content and processes of instruction

1. A central feature of the SCC program is that we are training candidates to become competent in school psychology and clinical psychology with an emphasis on children, youth, and families. We are convinced that integrated training in school and clinical psychology facilitates the development of highly competent psychologists who work effectively across diverse settings.

2. Our training model also reflects the development of a strong foundation in research and professional practice.

Required courses:

3242 A roach

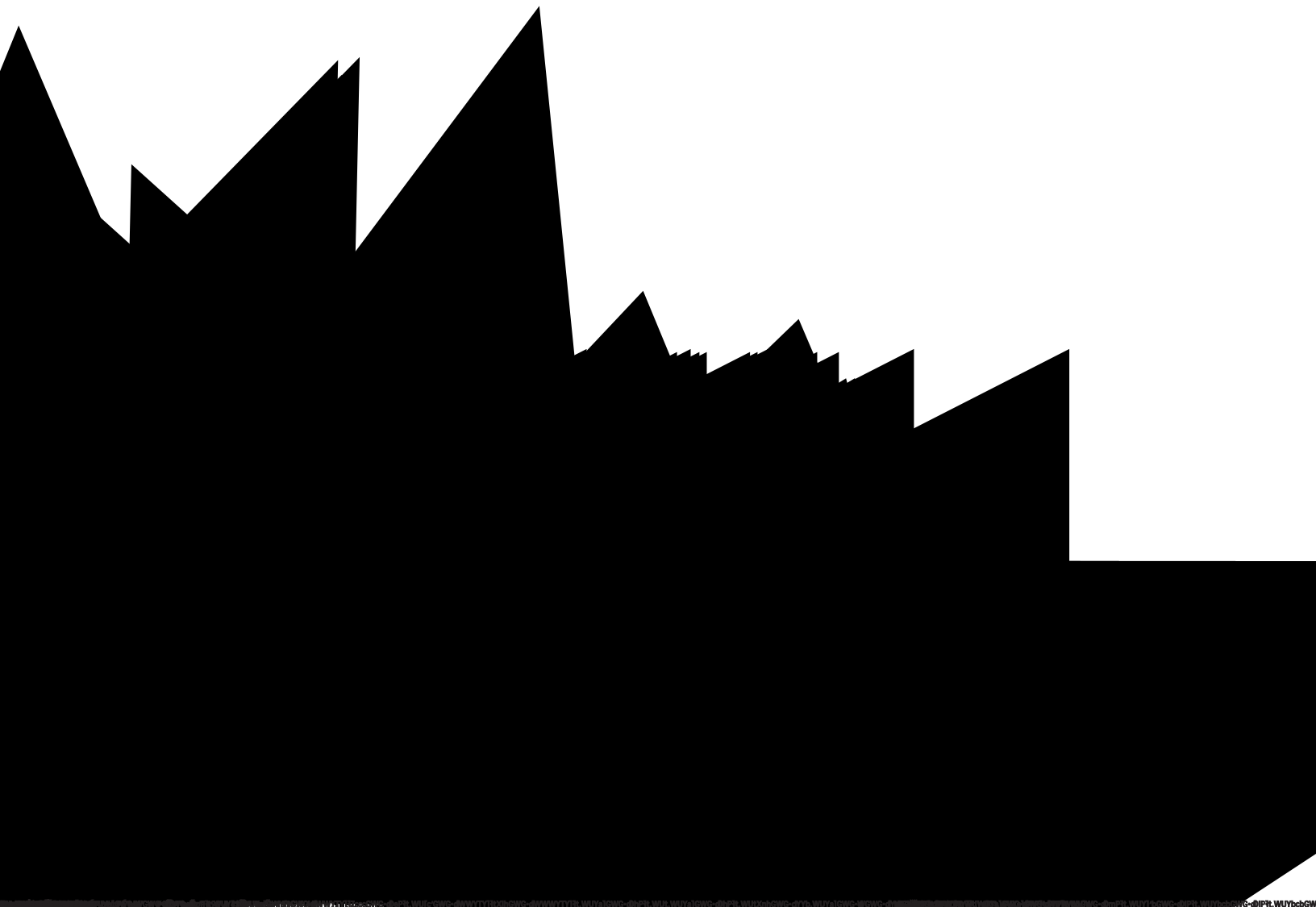
HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations; functionalist and computational theories of mind; intentionality; subjectivity; consciousness; and meta-cognition.

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HDP1236H Developmental Psychopathology

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HDP1272H Play and Education

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

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

Sta

HDP1279H Preventative Interventions for Children at Risk

This course u

NOTE: Students who have previously taken CT 211 are prohibited from taking this course.

Prerequisite: 128 or equivalent.
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HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

Prerequisite: ~~248~~ or equivalent

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HDP2293H Interpretation of Educational Research

[RM]

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.

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HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers

describes the class to assist in the selection

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

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HDP3230H

JHC1251H Reading in a Second Language

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Deborah Harrison, Ph.D. (York)

Professor, Department of Sociology
University of New Brunswick, Fredericton
Deborah Harrison
harrison@unb.ca

Rod Michalko, Ph.D. (UBC)

Lecturer, Adult Studies, New College, University of
Toronto, Graduate Studies, University of Toronto
rod.michalko@utoronto.ca

Roxana Ng, Ph.D. (Toronto)

Associate Professor, cross-appointed from the Department
of Adult Education and Counselling Psychology
roxana.ng@utoronto.ca

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selecting courses for their program of study. Incoming students may also have enquiries regarding their course selections from the liaison officer in the Registrar's Office: Graduate Studies Registration Unit, S.

Although there are no required courses unless stipulated in the student's letter of offer, it is recommended that students

consult with their academic advisor to discuss their course selection. For more information, please contact the Registrar's Office at (02) 9595 1000 or visit our website at www.usyd.edu.au.

SES1904H Introduction to Sociological Theory in Education

This course will introduce students to some of the classical questions and arguments in sociological theory and to some of the more recent work in the field. The course will cover the work of Durkheim, Weber, and Parsons, as well as the work of Bourdieu, Giddens, and Coleman. The course will also cover the work of contemporary sociologists of education, such as Apple, Tyack, and Tyack.

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

S

SES1923H Racism, Violence, and the Law: Issues for Researchers and Educators

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-violence strategies. How should educators respond to the world post 9/11? Are we in a new age of violence? What is the connection between historical events of extraordinary racial violence and our everyday world? How do individuals come to participate in, or remain indifferent to, or approve of violence? This course offers researchers and educators an opportunity to explore these broad questions through examining historical and contemporary examples of racial violence and the law.

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SES1924H Modernization, Development, and Education in African Contexts

This seminar explores the significance and implications of education

**SES1956H Social Relations of Cultural Production in
Education**

This

understand the process of liberation within the context of
contestations over questions of identity and difference, and
our pursuit of race, gender, class, rM, TTd, rM, TT, MT, TTd, V, c, TT, GM

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES3999, but at the doctoral level.
Status

JSA5147H Language, Nationalism and Post-Nationalism

The purpose of this course is to examine the relationships between ideologies and practices of language and nation: from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of a or euro-pean nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the construction, positioning and re-positioning of so-called linguistic minorities and indigenous rights movements; the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here. The course is co-ordinated through the

TM /TM T T r, iM T, e T foM T, e T, nM T, e, e T, M T T T r, iM T, e T foM T, e T, nM T, oM T, e, e T, M T T



Comparative, International and Development Education

Program Co-Directors:

Karen Munro  **It duca**

Degr

T S1 41 Educational Administration Social and
Policy Contexts of Schooling

T S1 Theories and Issues in Policy, Leadership,
Change and Diversity

NOTE: T S1 4, T S1 4 and T S1 41 should
preferably be the first courses taken in the student's
program of study. T S1 should normally be taken as
the final course in the student's program.

six other half-courses, of which at least two must be in
Educational Administration. Students may choose to
focus on one of the four research areas: Policy,
Leadership, Change and Social Diversity.

Students contemplating applying to an M. Ed. or a Ph.D.
program are strongly recommended to take one or
two of both doctoral programs to receive a minimum qualifying
research award. Students should plan their M. Ed. courses
particularly carefully with their faculty advisor. Masters may
meet the minimum requirements.

The M. Ed. degree may be pursued either part-time or full-
time. The part-time student strongly recommended completion
of theses and Masters within eighteen months of finishing
course requirements. Once students are past the
minimum period of registration or have begun their last
required course whichever comes first they must continue
to register until theses or Masters are approved.

Any course offered by the part-time by the Institute or
by another graduate faculty in the University of Toronto
may be selected as an elective. Individual reading courses
are electives and should not be taken at the beginning of a
student's program. Students selecting such courses should
consult their faculty advisor. Students may begin their
program of study in the second term of Summer Session
July/August or in the Fall Session or the Winter Session.

further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative roles. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The d. ed. degree may be taken full-time or part-time. However, a minimum of one year of full-time study is required. Every effort will be made to ensure that courses are scheduled to accommodate students who are working full-time.

Degree Requirements

The regular d. ed. degree program is organized into six core elementary components

- a. d. ed. core seminars which consist of two half courses T S3 4 and T S3 41 that apply theoretical knowledge to roles likely to be experienced by senior administrators in educational organizations
- b. two of the following three half courses or their equivalent T S3 42, T S3 43, or T S3 44. T S3 44 is strongly recommended
- c. two further courses in Educational Administration at the 300 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity or Ethics and Values
- d. elective courses - two are required, although one may be taken. It is suggested that at least one

EDUCATIONAL ADMINISTRATION
 T S3 4, T S3 41, T S3 42, T S3 43, T S3 44, T S3 45, T S3 46, T S3 47, T S3 48, T S3 49, T S3 50, T S3 51, T S3 52, T S3 53, T S3 54, T S3 55, T S3 56, T S3 57, T S3 58, T S3 59, T S3 60, T S3 61, T S3 62, T S3 63, T S3 64, T S3 65, T S3 66, T S3 67, T S3 68, T S3 69, T S3 70, T S3 71, T S3 72, T S3 73, T S3 74, T S3 75, T S3 76, T S3 77, T S3 78, T S3 79, T S3 80, T S3 81, T S3 82, T S3 83, T S3 84, T S3 85, T S3 86, T S3 87, T S3 88, T S3 89, T S3 90, T S3 91, T S3 92, T S3 93, T S3 94, T S3 95, T S3 96, T S3 97, T S3 98, T S3 99, T S3 100

Degree Requirements

The doctoral degree program is organized into five complementary components

1. The core courses are six mandatory half courses

T S 3 2 Personal and professional values of educational leadership examines the personal and professional values and ethics of educational decision-making and policy

T S 3 4 Administrative Theory and Educational Roles, Power and Influence in Organizations applies theory and research to roles of school leader and policy in organizations

T S 3 41 Administrative Theory and Educational Roles Doctoral Seminar on Policy Issues in Education examines

Administrative Theory, Leadership, and Policy in Education T S 3 42 Educational Leadership T S 3 43 Educational Leadership T S 3 44 Educational Leadership T S 3 45 Educational Leadership T S 3 46 Educational Leadership T S 3 47 Educational Leadership T S 3 48 Educational Leadership T S 3 49 Educational Leadership T S 3 50 Educational Leadership

Toronto **A-** Students who have completed an appropriate
master's degree that did not include a thesis or research
project are required to complete a qualifying research
paper to a standard satisfactory to the M.A./Ph.D.
admissions committee. Before To search T TTTTT

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to administrative practice in education. Particular attention will be given to equity issues in areas of race/ culture/ gender/ age/ social class/ national origin/ language/ ancestry/ sexual orientation/ citizenship/ and physical/ mental abilities.

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies/ the work culture of teachers/ teachers' careers/ the role of teachers in school decision-making/ the relationship of teachers' educational commitments to aspects of their broader lives such as age/ religious and political beliefs/ and gender identity/ and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values/ analyse interpersonal events/ study effects of social interaction.

TPS1030H The Legal Context of Education

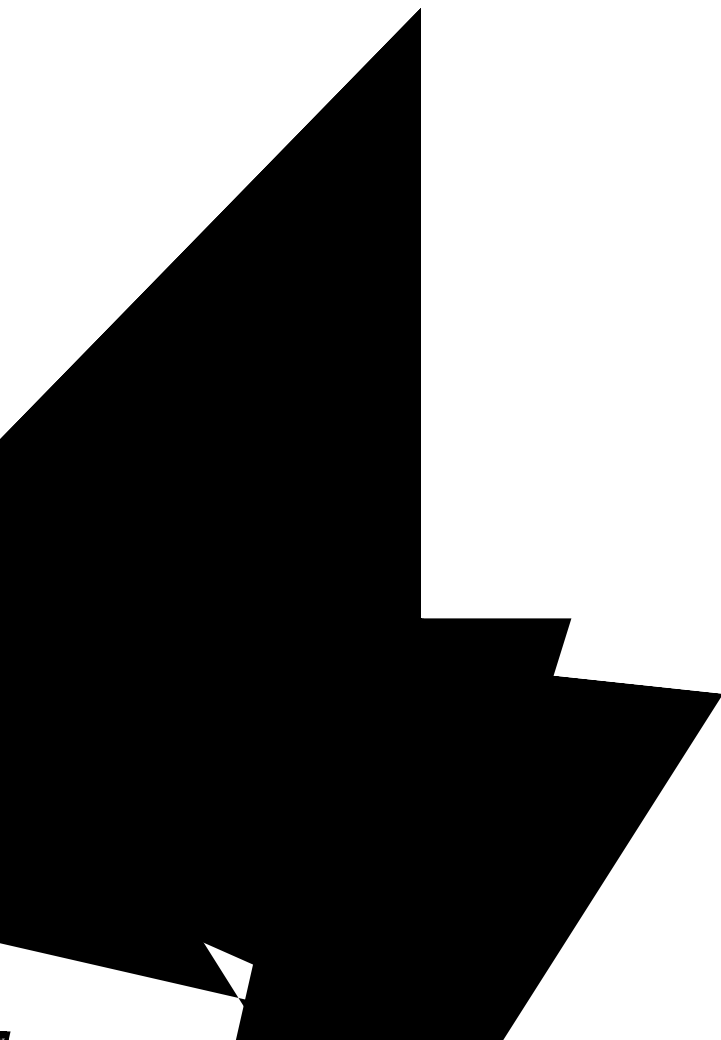
An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not limited to the basis on negligence, malpractice, human resources

study not only of expert leaders' behaviors, but also of their feelings, values, and role-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

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TPS1050H Themes and Issues in Change, Leadership, Public

issues; activities and actors to illustrate more broadly
applicable concepts. The major project for the course will
involve students' development of a piece of policy analysis or
a program evaluation plan. *I_a . n n n . S S S S S S a S S S S S n o o S S Sa*



Linda Muzzin, Ph.D. (McMaster)

Associate professor, Co-ordinator of Health Professions M. d. and cross-appointed to Pharmacy
University of Toronto

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Brian Hodges, Ph.D. (Toronto)

Associate Professor | Director | Wilson Centre

Certificate

Certificate in Leadership in Higher Education

The Certificate in Leadership in Higher Education is a part-time program specifically designed to meet the professional development needs of individuals aspiring to enter or currently in leadership roles in colleges and universities. This certificate will be offered only on a compressed/cohort basis.

Admission Requirements

- a. Application to the Certificate program requires completion of secondary school as a minimum basis of admission. Applicants will normally be expected to have taken university-level courses or equivalent and relevant professional experience. Special consideration will be given to applicants lacking the formal academic credential but who have significant relevant professional experience in the post-secondary sector.
- c. Two letters of recommendation from employers, mentors, or faculty.

findings; all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis; long essays or papers written for master's level courses; reports and studies written as part of employment; or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

- a) a minimum of six half-courses beyond a relevant and acceptable M. Ed. or M.A., in individual cases:
 - students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted; but additional courses in higher education may be required. Normally these would include TPS183, recurring issues in post-secondary education which is a full course. Students who completed TPS183 as part of their M. Ed. or M.A. program must take two additional half-courses in higher education
 - at least two half-courses in higher education
 - a half-course in research methodology approved by the faculty advisor
 - one half-course selected either in higher education or in another graduate program at SU or with the approval of the faculty advisor; in another graduate department at the University of Toronto
 - a written General Comprehensive Examination if not completed previously
- c) a doctoral Specialization Examination
- d) thesis reporting the results of original research in post-secondary education

Further information is available from:

Dr. Tony Chambers, Program Coordinator
 Telephone: 416-978-1724
 E-mail: tchamers@oise.utoronto.ca

Courses

The following list demonstrates the range of courses offered within the higher education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

Staple

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge.

objective of enabling students to propose independent research projects.

NOTE

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed t

curricula research

portions of the course will follow the structure of *Open Space Technology* (Wenger, 1997) which requires the co-creation of the course outline and approaches by students and the instructor.

C a a

Sociology and Equity Studies in Education:

S S19 \ Qualitative Approaches to Sociological
Research in Education M

S S393 \ Advanced Seminar on Gender

take at least five half-courses in the history of education.
Completion of TES146, history and educational
research. This is mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a role or topic related to professional practice. See Minimum Admission and Degree Requirements section, pages 21-22 for admission and degree requirements. Applicants to this degree program are expected to have a clearly defined research thesis topic when they enter the program. The Ed.D. program is a full-time program.

TPS1416H L'éducation en Ontario

Ce cours trace l'évolution et les transformations de l'éducation de langue française en Ontario du 18^e au 21^e siècle, en la situant dans le contexte de l'histoire de l'éducation en Ontario. Les analyses de textes et les discussions porteront sur les intersections entre la langue, la religion, la race, les classes sociales, l'ethnicité et les spécificités sexuelles/gender.

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TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central roles of history of education.

TPS3490H Ed

Amy Mullin, Ph.D. (Yale)

rofessor hiloso hy e art ent niversity of Toronto
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a t t

Trevor Norris, Ph.D. (Toronto)

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on r an oo o r a

Jeff Stickney, Ph.D. (Toronto)

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to r a onto o , an t o o , a a r
o o ,

Peter Trifonas, Ph.D. (British

been taken previously. Also, T S1419, historiography and the history of education is required or an equivalent approved by the program Coordinator. Two of the remaining five courses should normally be in philosophy of education, selected in consultation with the faculty advisor. Courses from other departments, including the graduate department of philosophy may, upon approval, be substituted for philosophy of education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year university of Toronto bachelor's degree or its equivalent with a major in philosophy may be admitted to a degree program consisting of six half-courses and a thesis. This degree requires completion of two core courses: T S144, Introduction to the Philosophy

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large.

Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians or progressivists and authoritarians in education. This course does not presuppose extensive background in philosophy.

and the political ramifications of privileging some forms of knowledge and knowers over others. With whose loopy have my eyes been crafted? Situated knowledges.

or

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e. their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop...

neoliberalism / Foucauldian postmodernism and from some examples of Third world thought especially Latin American thought. All these theories will be addressed with reference to some features of Gramsci's theory of democratic modernisation.

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Aging, Palliative and Supportive Care Across the Life Course

The department of Adult Education and Counselling Psychology (AEC) as well as other University of Toronto departments participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course offering M. Ed., M.A., D. Ed., and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AEC and follow a course of study acceptable to AEC and the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.

Admission Requirements

Applicants must meet the minimum requirements see Minimum Admission and Degree Requirements section pages 24, 25 and the departmental requirements as outlined on pages 37 - 71. Applicants must also forward a declaration material to the Program Committee of the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course. See the **School of Graduate Studies Calendar** for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AEC as outlined on pages 37 - 71 and the Collaborative Program. Masters students are referred to the

od ' re uired to ta

Daniel Schugurensky

Telephone 416-978-8172

- email dschugurensky@oise.utoronto.ca

OR

J. David Hulchanski, Collaborative Program Director

Faculty of Social Science and

the Centre for Urban and Community Studies

2167loor Street West

Toronto, Ontario

Telephone 416-978-4933 Fax 416-978-7162

- email david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies

nine

Collaborative Program Core Courses

A


- T S1447 Technology in education philosophical issues
- T S1448 Popular Culture and the Social history of education
- T S18 3 Recurring issues in post-secondary education
- T S18 6 Systems of higher education
- T S183 East Asian higher education
- T S 6 Educational Finance and the economics of education
- T S3 Educational Change in the environment

Educational Policy

NOTE: This program was under review for preliminary approval by the Ontario Council on Graduate Studies (OCGS) at the time of publication of the Bulletin.

The graduate units of Adult Education and Counseling Psychology, Curriculum / Teaching and Learning, Educational Development and Applied Psychology, Sociology and Community Studies in Education, and Theory and Policy Studies in Education will all participate in this collaborative program. The main objective of this program is to provide students with an opportunity to develop an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical interpretations.

**Further information is available from:
Jennifer Sumner**

Adult Education and Counselling Psychology
Telephone 416-978-2811  2811

Faculty of Architecture, Landscape and Design A
Art/ Visual Studies M S Computer Science CS
Faculty of Information F nstitute of Medical Science
MS Mechanical and Industrial Engineering M
Sociology S C and Theory and Policy Studies/ History
and Philosophy of Education T S .

Our M s graduate courses attract students interested in the
interaction between media/ technology/ design and society.
Project-based courses allow students to work with experts
in other fields/ gain more insight into complex roles/
and learn how to communicate across disciplines. Students
also are able to engage in each stage of the design process -
brainstorming/ prototyping/ and evaluation. Projects often
include published papers/ conference presentations/
competition winners/ and

4. The student must complete at least one half-course for the M.A. degree and at least one full course or equivalent for the h. . degree from the list of courses approved by the program in neuroscience.
 - 326 Developmental Neurobiology is a half-course offered by A that can meet this requirement.
 - The student must attend the Annual poster day and present his/her work at least once.
6. The student must attend at least 7 of the lectures in the distinguished lecturers Series.

Students are also expected to participate in the program through organizing and participating in sports i.e. use all tea / socials/ the annual symposium and other events or activities.

Further information is available from:

- ◆ The School of Graduate Studies Calendar
- ◆ The student's Student Developmental Liaison Officer
- ◆ The program in neuroscience office

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For further information is available from:

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For information on the masters program please see

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For information on the doctoral program please see

777.54020/40.##/%3#3/1* &3#3

a brief outline of their proposed research project
indication of possible faculty supervisors, if any

During their graduate studies, students must follow a
program of study acceptable to both the home degree
program and the OAC Collaborative Graduate Program.
Students will be registered in both the home department
and in the Collaborative Graduate Program. The Director
of the Collaborative Program will review each student's
progress to ensure that they are meeting the requirements
of the Collaborative Program. If a student changes their
thesis topic or the focus of their studies mid-way through
their degree and no longer wishes to pursue the area of
work and learning, they will be required to withdraw from
the Collaborative Program.

The Collaborative Graduate Program encourages diversity
in academic disciplines and life experiences. The program
is open to all qualified applicants. The applicant will need
to satisfy the requirements of the home department
including grade point average. For the Collaborative
Program specifically, qualified applicants will also
demonstrate well-developed scholarly awareness of the
field of workplace learning and social change in their
discipline.

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Program

of study.

Requirements

The required half course is 3931

The elective half course is selected from a list available on

<http://aep.oise.utoronto.ca>

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Elders

Elders-in-residence grand other and grandfather are available through the First Nations House of Learning at the University of Toronto for all students.

Resources

Other University of Toronto offices that support Aboriginal elders activities include

Indigenous Education Network

Telephone 416-978-7372

Fax 416-978-4749

Email inen@oise.utoronto.ca

Aboriginal Health

Faculty of Nursing

Ethnicity & Age

Telephone 416-978-2866

Aboriginal Studies (undergraduate degree)

Aileen Antone Director

Telephone 416-978-2872

Website [www.54020/40.%#/#\\$3](http://www.54020/40.%#/#$3)

First Nations House

Telephone 416-978-8242

Website www.54020/40.%#/

Other Websites of interest:

Aboriginal and Indigenous Studies in Educat

Gender Equity in Education

Gender equity in education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CSE), it involves faculty and students in a number of Schools. Students may pursue research in this area in combination with the listed programs offered by the following departments:

◆ Sociology and Equity Studies in Education

Sociology in education

◆ Theory and Policy Studies in Education

Educational Administration

Higher Education

History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the CSE faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the CSE Education Collections Library and in the Women's Educational Resource Collection. The CSE provides support and facilities to students in this

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at SUNY involves faculty and students from the departments of Adult Education and Counselling Psychology, Curriculum Teaching and Learning, Sociology and Community Studies in Education, and Theory and Policy Studies in Education.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farber
Département S.S.

Téléphone 416-978-1978

Télécoeur 416-978-4714

Courriel électronique dfarber@oise.utoronto.ca

110 rue Peel, Toronto, Ontario M5S 1A5

Site internet <http://www.oise.utoronto.ca/~crefo/>

Le CREFO est un centre de recherche interdisciplinaire où l'on étudie les relations éducatives et sociales et les relations langagières des franco-ontariens vivant en milieu minoritaire en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au rôle du bilinguisme et de la biculturalité linguistique aux relations bilingues, à l'expérience scolaire, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés franco-ontariennes dans une société anglo-dominante ou celle existant au sein même des communautés franco-ontariennes, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

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

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana G.
Département S.S.

110 rue Peel, Toronto, Ontario M5S 1A5

Téléphone: 416-978-1978 / 416-978-4714
Télécoeur: 416-978-4714
Courriel électronique: rg@oise.utoronto.ca



decision processes regarding student learning and development, as well as to the growing body of knowledge about postsecondary education's impact and outcomes. Through the programs and services offered by the Centre, members of the broader TC community and beyond will develop a better understanding of the issues and factors contributing to student learning and development in postsecondary education.

Centre for Teacher Education and Development

Head: Mary Hooy

Executive Director, CTED

Location: 222 Bloor Street West, Toronto, ON M5S 1A6

Telephone: 416-978-3316

The Centre for Teacher Education and Development supports and conducts research and development projects relevant to teachers throughout their career. CTED aims to advance the study, research, and writing of its members and at the same time create an academic community.

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contemporary educational and social paradigms the role of learning in local and global change and university and community partnerships in research and field

development. Transformative learning is a process of learning, whether formal, non-formal or informal which begins with the daily experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and sees understanding of relationships of power and knowledge, learning, lies in the world and further with it.

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Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program except for students in the flexible-time health program who will pay the part-time fee during their years of part-time registration.

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notices pertaining to awards other than those listed here
are posted outside the Standard

OISE Awards

Application forms are available from:

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

The Ontario English Catholic Teachers Association offers three scholarships for graduate study up to amounts of

\$1,000 each. It also offers fellowships for religious studies and for a

In the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook *'Intuit'*. It describes the Career Centre, part-time course activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University of Toronto Students' Union (TSU), the Association of Part-time Undergraduate Students (AUPS) and the Graduate Students' Union (GSU).

OISE Student Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs

Location: 222loor Street, east, room 12138

E-mail: ethos@athco.ou

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries: distance learning, computing, and media centres to meet the information and technology needs of the OISE community.

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students in any and all social, cultural, and political events of interest to students. The SA promotes and coordinates activities of students in the various departments and decision-making bodies of the SA.

Location: 222loor Street est. oo 8-1

Telephone: 416-978-2424

E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self-determining organization founded within the SA in 1989 by Aboriginal students. It provides an Aboriginal presence at the SA and a forum for discussion on issues relating to Aboriginal education and research.

The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at the SA. It promotes Aboriginal education, advances research on Aboriginal issues in relation to education, and supports the development of Aboriginal curricula at all levels of education. The IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at the SA, plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 222loor Street est. oo 7-191

Telephone: 416-978-7322

Website: www.oise.utoronto.ca/research/ien

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the

Nov. 13, 2013

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: 21 Sussex Avenue, Suite 416 and 417

Telephone: 416-946- 6241

Fax: 416-946-774

E-mail: j.tate@utoronto.ca

Website: www.lg t .utoronto.ca

Office of the Ombudsperson

The Ombudsperson offers advice and assistance with complaints unresolved through other regular University channels. A list of offices, units or departments you should try contacting first can be found at the following URL: www.omb.utoronto.ca

NOTE: Students should consult the 2011-12 *School of Graduate Studies Calendar* when it becomes available or visit the website <777.3)3.54020/40.%#> for full details on the following policies and for additional policies and regulations governing graduate studies at the University of Toronto see also page in this *Bulletin*

- ◆ Code of Behaviour on Academic Matters which includes offences such as plagiarism
- ◆ Code of Student Conduct
- ◆ Intellectual Property
- ◆ Research Ethics
- ◆ Thesis Supervision

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