



# **OISE Graduate Studies in Education Bulletin**

**2014-2015**



## Updates

This is a complete list of updates and changes made to the Bulletin since it was published in March, 2014.

### Program APHD State Change

Text in the Admission Requirements section for the Counselling and Clinical Psychology Program's Clinical Psychology Field (MA, PhD) was changed to say: Applicants must also satisfy the Department of Psychological Clinical Science at UTSC's additional admission requirements stated below.

### Section Application Procedures State Change

Text in the Application Procedures Section, item 4 "Non-refundable Application Fee Plus Non-refundable Supplementary Fee" was changed to say: NOTE - At time of publication the application fee is \$110 (Canadian) and the supplementary fee is \$100 (Canadian) for a total of \$210. Fees are subject to change.

### Course APD3260H State Changed

Course APD3260H was modified in section Applied Psychology and Human Development on Jul 24, 2014. Text was edited to specify use of DSM-5, and limitation of the course to CCP and SCCP PhD students.

# OISE Department Structure

On July 1, 2012, a four-department structure replaced the five-department structure at OISE.

This department structure is designed to promote excellence in programs and research by bringing together groups of faculty and students with complementary expertise and interests to learn, collaborate and share knowledge with the wider community. All twelve existing programs are realigned within one of the four departments.

These changes bring new opportunities for innovation, interdisciplinarity

# Important Notices

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

## Applications/Admissions

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

## Changes to Fees

At time of publication, the 2014-15 fees schedule has not yet been established; the amounts quoted in the Fees section, are from the 2013-14 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

## Changes in Programs of Study and/or Courses

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

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

## Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

## Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines section). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

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

## Enrollment Limitations

The University makes every reasonable effort to plan and control

information such as Ontario Education Numbers, student characteristics and educational outcomes, in order to administer government postsecondary funding, policies and programs, including planning, evaluation and monitoring activities. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below, or contact the University Freedom of Information and Protection of Privacy Coordinator.

**Location:**

# About OISE

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

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

W. Pitman 1986 - 1992  
A. Kruger 1992 - 1995  
A. Hildyard 1995 - 1996

**Deans of the Faculty of Education**

W. Pakenham 1907 - 1934  
J.G. Althouse 1934 - 1944  
A.C. Lewis 1944 - 1958  
B.C. Diltz 1958 - 1963  
D.F. Dadson 1963 - 1973  
H.O. Barrett 1974



# Administrative Officers (Partial List)

## School of Graduate Studies

**Brian Corman, PhD**  
Dean

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

**Elizabeth Smyth, EdD**  
Vice-Dean, Programs

**Don MacMillan, MDE**  
Student Services Director

## OISE

### Dean's Office

**Julia O'Sullivan, PhD**  
Dean

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

**Karen Mundy, PhD**  
Associate Dean, Research, International & Innovation

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

**Creso Sá, PhD**  
Academic Director, Graduate Education

### Endowed Chairs

**Jennifer Jenkins, PhD**  
The Atkinson Charitable Foundation Chair in Early Childhood  
Development and Education

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

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

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

### Canada Research Chairs

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

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

**Katreena Scott, PhD**  
Canada Research Chair in Family Violence Prevention and Treatment

**Jim Slotta, PhD**  
Canada Research Chair in Education and Technology

**Suzanne Stewart, PhD**

Canada Research Chair in Aboriginal Homelessness and Life Transitions

### Department Chairs

**Lana Stermac, PhD (Interim Chair)**  
Applied Psychology and Human Development (APHD)

**Douglas McDougall, EdD**  
Curriculum, Teaching and Learning (CTL)

**Tony C. Chambers, EdD**  
Leadership, Higher and Adult Education (LHAE)

**Abigail Bakan, PhD**  
Social Justice Education (SJE)

## Administrative Officers (Partial List)

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**Taleah Clarke**

Liaison Officer, (Last name A-F)

**Linda Pereira**

Liaison Officer, (Last name G-M)

**Ruth Rogers, BA**

Liaison Officer, (Last name N-Z)

### **School-University Partnerships Office (SUPO) and Student Services**

**Caroline Chassels, PhD**

Director

**Jeananne Robertson, MA**

Student Success Advisor, Student Services

**Jesse Bazzul, PhD**

Practicum, Internship, and Field Partnership Coordinator, Elementary

**Elizabeth Coulson, PhD**

Practicum, Internship, and Field Partnership Development Coordinator, Secondary

**Amy Lobo**

Coordinator, Teacher Employment Preparation Centre

### **Officers of the University**

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

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

# Sessional Dates and Deadlines

**Please note the following:**

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

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

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

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

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

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

## 2014

*March 10 - 14*

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

*March 15*

Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2014 Winter Session

*March 24 - 28*

given that the application will be considered for admission to either degree programs, or courses, or for financial support

*June 27*

Final date for Special Students to submit a complete application for admission to the 2014 Fall Session

*June 30*

Deadline for adding 2014 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required

*July 1*

Canada Day (University closed)

*July 7*

Lectures begin for the 2014 Summer Session, second term

*July 11*

Deadline for registration, without late fee, for 2014 Summer Session,

*November 28*

Last day of lectures for the 2014 Fall Session

*December 1*

Deadline for submitting a complete application for admission to degree programs beginning in the 2015 Fall Session and the 2016 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

*December 9*

Last day for wait lists for Winter Session courses. They will be cancelled at the end of today

*December 11*

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

*December 15*

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

*December 22 - January 2*

University closed

## **2015**

*January 5*

Lectures begin for the 2015 Winter Session

*January 7*

Grade submission date for the 2014 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date

*January 7*

Deadline for SDF designation for 2014 Summer Session, first and second term courses to be changed to a regular grade or a failing grade

*January 9*

Deadline for registration for students beginning their programs in the 2015 Winter Session. After this date1 3d9yB registration for prol be ca 1 0 0 1 36 315.05Tm (clashargTj ET BT 1 0 0 1 36 45922 T8 /F3 8 Tf (January 9)Tj 1 0 0 1 3

## **Sessional Dates and Deadlines**

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Grades will be available on ROSI (via SWS) approximately one week after this date

*May 6*

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

*May 18*

Victoria Day (University closed)

*June TBA*

Spring Convocation (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca))

*June 26*

Final date for submitting a complete application for admission to degree programs beginning in the 2015 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

# General Information

## Travaux et thèses en français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, quelques cours sont offerts en français à OISE. Il est possible de poursuivre un programme d'études en français à distance par Internet, et quelques cours sont offerts sur place, même si ce n'est pas toujours facile de compléter un programme d'études entièrement en français sur place. Les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Prière de consulter la section *Interdepartmental Research Area* pour plus de renseignements sur ce programme.

Les membres de la faculté qui peuvent recevoir des travaux en français à OISE sont:

**Département de curriculum, d'enseignement et d'apprentissage**

# General Information

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official registration.

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

## Conditions of Admission

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

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

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

Detailed information about satisfying conditions of admission is included in the "Newly Admitted Students" section of the OISE Registrar's Office website:  
[www.oise.utoronto.ca/ro/Graduate\\_Admissions/Newly\\_Admitted\\_Students](http://www.oise.utoronto.ca/ro/Graduate_Admissions/Newly_Admitted_Students)

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

## Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

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

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

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

## Flexible-time PhD

Flexible-time PhD degree programs are offered in Adult Education and Community Development, Counselling and Clinical Psychology, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Social Justice Education, and Language and Literacies Education, and differ from the regular full-time PhD degree programs in design, delivery, and funding. Please consult the Minimum Admission and Degree Requirements section, and the departmental program sections in this *Bulletin* for further details.

## Dual Registration for MA and PhD Students

Students in an MA degree program at the University of Toronto who have been offered admission to a PhD program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

- a. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.
- b. Permission has been granted by OISE.
- c. The student will be engaged in full-time PhD studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the PhD and part-time in the master's degree program.

**NOTE:** Only the appropriate PhD fees will be charged.

- d. The period of dual registration will be either September 1 to January 15 or January 1 to April 15.

To receive full-time study credit for the PhD for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the PhD registration will be cancelled, no full-time PhD study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Courses completed during the period of dual registration may be credited to the master's degree.

Students who are not recommended for the master's degree by the deadline and whose enrollment in the PhD is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the PhD degree program.

## Transfer Credit

Students who have completed graduate courses beyond that required for admission to an OISE degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required; i.e., fee credit will not be given for transferred courses.

## Continuity of Registration

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

**EdD students** who have completed the required minimum one-year of full-time study but who have not completed other requirements for the



degree must register annually and pay the full-time fee until all degree requirements have been completed.

**PhD students** must register annually and pay the full-time fee until all degree requirements have been completed.

**NOTE:** Flexible-time PhD students may request permission to continue as part-time students at the end of the minimum period of 4 years of full-time study.

**Full-time master's students** undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must continue to register on a full-time basis and pay the full-time fee once they have completed the defined Program Length (stated on

## Exceptions



# Minimum Admission and Degree Requirements

OISE conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. With the exception of the Master's in Child Study (and the Education Program (and the Teaching Program), a graduate degree at OISE does not lead to certification.

and

departmental sections of the Bulletin of the School of Graduate Studies

The degree requirements for the minimum of a half course in the department unless otherwise specified by the department.

Once they have completed the Education Program (and the Teaching Program) they must have begun their last year of the course.

**Education Program (and the Teaching Program) must be completed before beginning the last year of the course.**

Students must have been made aware of the previous year's requirements. Payment will be required to maintain continuous registration (and of the part-time fee until all degree requirements have been met).

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# Minimum Admission and Degree Requirements

- undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must:
- Register in those sessions in which they are completing course requirements for the degree.
  - Must register annually and pay the part-time fee once they have begun their last required course, until all other degree requirements have been completed.
- c. All requirements for the degree must be satisfactorily completed by the following timelines:
- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
  - **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.
- d. **Students must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:
- **Summer Session completion - apply by July 15**  
Students will receive their diploma at the Fall Convocation ceremony.
  - **Fall Session completion - apply by October 15**  
Students will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the Spring Convocation ceremony.
  - **Winter Session completion - apply by March 15**  
Students will receive their diploma at the Spring Convocation ceremony.

## Master of Arts (MA)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to study at the PhD level are advised to apply for enrollment in an MA rather than an MEd degree program.

Regulations concerning the MA degree are detailed in the University of Toronto *School of Graduate Studies Calendar*. What follows is an expansion of those regulations as they apply to the graduate degree programs at OISE.

Some MA degree programs at OISE, e.g. Developmental Psychology and Education, History and Philosophy of Education, and Social Justice Education, are comprised of six half-courses after an appropriate bachelor's degree in the same cognate area of specialization. MA degree programs in, for example, Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, and Higher Education are generally comprised of eight half-courses after an appropriate bachelor's degree in a relevant discipline or professional program. Consult departmental program information sections for full details.

### Admission Requirements

- a. An appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in final year) from a recognized university. (See the Admission Requirements section of individual departments in this *Bulletin* for programs which require specified undergraduate disciplines and/or a higher standing.)
- At OISE's discretion, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate degree.
- An applicant whose bachelor's degree has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.
- Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.
- b. A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

### Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study.

The minimum requirements for the MA degree are as follows:

- a. Degree requirements are detailed in the program descriptions found in departmental sections of this *Bulletin*. Additional courses may be required for some students (stated on their offer of admission). Unless otherwise specified by the department, a minimum number of courses must be taken in the home department as follows: four half-courses if admitted to a six half-course program; five half-courses if admitted to a ten half-course program; six half-courses if admitted to a twelve half-course program.
- b. A thesis. All MA students, with the exception of those in the Child Study and Education Program must complete a thesis.
- All students whose research involves human subjects, animal subjects or biohazardous materials must have their proposals reviewed by the Research Ethics Board.  
For more information please consult their website:  
[www.research.utoronto.ca/ethics](http://www.research.utoronto.ca/ethics)
- NOTE:** Proposals from students whose degree time limit has lapsed will not be considered by the Research Ethics Board.
- c. In most departments it is possible to pursue an MA degree on a part-time basis. A minimum of one or two academic years of full-time study is required for some programs of study. Consult departmental program information sections for full details.
- d. The period of time in which students completely immersed in full-time study are expected to complete the program is known as the Program Length and is stated on the offer of admission. Some students may take longer than stated. This period establishes the minimum degree fee which must be paid before graduation.

- e. Full-time MA students, once they have completed the defined Program Length 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.

If full-time MA students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they begin their final session of the defined Program Length or before they begin their last required course**, whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

- f. MA students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.

- g. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within five years of first enrollment if they were admitted to a six or eight half-course program, or within six years of first enrollment if they were admitted to a ten or twelve half-course program.

- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

## Master of Teaching (MT)

The Curriculum, Teaching and Learning Department's Teaching program offers a two-year Master of Teaching degree. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools. (See the Teaching Program section for more information.)

### Admission Requirements

An appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in final year) from a recognized university.

At OISE's discretion it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate degree.

An applicant whose bachelor's degree has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

### Applicants normally must:

- Describe in their Statement of Intent three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.
- Include in their Résumé a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis.
- Be interviewed by a panel of faculty, teachers and students.

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

### Degree Requirements

# Minimum Admission and Degree Requirements

master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*, available at <[www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)>.

- g. Additional requirements may be deemed appropriate for admission within the EdD. Such requirements are outlined in the departmental program sections in this *Bulletin*.

## Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE departments, the minimum requirements for the EdD are as follows:

- a. Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

- b. In most programs, students may begin their studies on a part-time basis. (See departmental listings in this *Bulletin* for exceptions.)

**NOTE:** Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

- c. Eight half-courses are normally required for students who have an appropriate master's degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course EdD degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

- d. Students in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

- e. Students who commenced their degree in September 2011 or later must achieve candidacy as follows: by the end of their third year for full-time students, or within four years of initial registration for part-time students. To achieve candidacy, all degree requirements must be completed exclusive of thesis research and ongoing internship courses.

- f. A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The student must file the names of thesis committee members.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students whose thesis research involves human subjects, animal subjects or biohazard materials must have their proposals reviewed by the Research Ethics Board. For more information please consult their website: [www.research.utoronto.ca/ethics](http://www.research.utoronto.ca/ethics)

**NOTE:** Proposals from students whose degree time limit has lapsed will not be considered by the Research Ethics Board.

- g. A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

- h. All requirements for the EdD degree must be completed **within six years** of first enrollment as an EdD student.

## Doctor of Philosophy (PhD)

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 PhD degree are detailed in the University of Toronto *School of Graduate Studies Calendar*. What follows is an expansion of those regulations as they apply to the graduate degree programs at OISE.

The PhD represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections in this *Bulletin*. The average time to completion is approximately five years. Please also see the Minimum Admission and Degree Requirements section regarding the flexible-time PhD.

**NOTE:** Transfer to the flexible-time PhD is not normally permitted.

## Admission Requirements

- a. An appropriate master's degree with high academic standing (equivalent to **B+ or better** in master's degree program) from a recognized university. (See the Admission Requirements section of individual departments in this *Bulletin* for programs of study which require a higher standing for admission.)

Students in an MA degree program at the University of Toronto who have been offered admission to a PhD program, conditional upon completion of the master's degree program, may be dual registrants for only one session in both programs under the conditions stipulated in the "Dual Registration for MA and PhD Candidates" section.

- b. Holders of master's degrees other than the OISE MA in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE and to the admission committee in an OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the *OISE*

*Guidelines for the QRP*, available at <[www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)>.

- c. Holders of the University of Toronto MEd degree with high standing may be admitted to the PhD program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the MEd degree does not necessarily include a thesis, the OISE department may require a QRP, which must be completed satisfactorily before registration in the doctoral program. Please consult the *OISE Guidelines for the QRP*, available at <[www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)>.

### **Degree Requirements**

Applicants must declare their choice of OISE department, degree, program and field (if applicable) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE departments, the minimum requirements for the PhD are as follows:

A minimum of three consecutive semesters of the full-time program (100% of the program) is required. Waivers may be granted on a case-by-case basis. For more information, please contact the OISE department.





# Application Procedures

## Applicants to Degree Programs

### 1. Application for Admission

The OISE graduate studies application is based on the web (including the University of Toronto, School of Graduate Studies online application system). It is self-administered – applicants are required to compile all necessary documentation and to submit (whenever possible) via the online application system.

### 2. Information About Applying

For application information, visit the Registrar's Office website: [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)

If you require further information, contact:  
OISE Registrar's Office  
Graduate Admissions Unit, Room 4-485  
252 Bloor Street West  
Toronto, Ontario M5S 1V6  
Telephone: 416-978-1682  
Fax: 416-323-9964  
E-mail: [gradstudy.oise@utoronto.ca](mailto:gradstudy.oise@utoronto.ca)

**NOTE:** Specific procedures pertaining to applying for admission are subject to change. For accurate and complete information, visit the Registrar's Office website: [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro). This website will be updated to reflect the 2015-16 application cycle in early Fall 2014.

### 3. Deadlines

For detailed information about deadlines, visit the Registrar's Office website: [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro).

New students are expected to begin their program in the Fall Session (September). Some programs also allow students to begin in the Winter Session (January). Commencing a program in the Summer Session (May/June and July/August) is not permitted.

Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) should have been submitted no later than December 2, 2013**, for registration in the 2014-15 academic year.

While applications may be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support. If admission remains open, note the following secondary application deadlines:

*June 27, 2014*  
for 2014 Fall Session (September)

*October 3, 2014*  
for 2015 Winter Session (January)

**NOTE:** The deadline for application for the 2015-16 academic year will be December 1, 2014.

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

All applicants must pay the non-refundable application fee plus the non-refundable supplementary fee.

There are no refunds, waivers, exemptions or deferrals of the application fee or supplementary fee. A single application fee plus a single supplementary fee is applicable even if applying to more than one OISE program of study.

**NOTE:** At time of publication the application fee is \$120 (Canadian) and the supplementary fee is \$100 (Canadian) for a total of \$220. Fees are subject to change.

Payment of the application fee and supplementary fee must be received before an application will be considered.

### 5. Supporting Documentation

The University of Toronto, School of Graduate Studies online application system facilitates the electronic, online, submission of required supporting documentation (wherever possible).

Only in exceptional circumstances will hardcopy supporting documents be accepted. These must be sent directly to the OISE Registrar's Office, Graduate Admissions Unit.

Applicants should submit only the necessary required supporting documentation.

All documents submitted in support of an application become and remain the property of the University of Toronto and are not returnable or transferable.

#### a) Transcripts

One transcript of an academic record from each and every post-secondary institution attended must be included in an application. Post-secondary study consists of all degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification Courses for Educators). If applying to a doctoral program, transcripts pertaining to both bachelor's and master's degrees must be submitted.

Official transcripts are paper records received in the Registrar's Office in a sealed envelope, signed/stamped by the issuing institution. Transcripts received in an unsealed envelope cannot be considered official. Faxed copies of transcripts, or informal grade reports, or electronically transmitted transcripts, cannot be considered official.

**NOTE:** Generally, applicants are not required to submit paper (official) transcripts of study undertaken at the University of Toronto from 1998 Fall Session to present.

A certified English translation of all international documentation written in a language other than English or French must be submitted. A certified official translation is one received in the Registrar's Office in a sealed envelope, signed/stamped by an accredited Translation Service.

#### b) Letters of Reference

Two supporting letters of reference –one academic and one professional –must be included in an application. The academic reference should be from a university instructor with whom the applicant has studied. The professional reference should be from a referee who is familiar with the applicant's professional work and promise.

**NOTE:** Several programs require an additional (third) letter of reference; refer to the relevant departmental section(s) for more information.

#### c) Résumé

An up-to-date résumé or curriculum vitae must be included in an application.

A résumé should detail education history (both academic and professional), employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), awards, business and professional achievements, community activities, as well as any special skills.

#### **d) Statement of Intent**

A statement of intent (also known as a plan of study or letter of intent) must be included in an application.

A statement of intent should detail study and/or research interests, career goals, and reasons for seeking admission. It's helpful to begin with a list of four or five key words or phrases that relate to the proposed graduate study. Applicants may also wish to identify OISE faculty members with whom they are interested in working. The length of a statement of intent can vary, but generally it should be 1,000-1,500 words.

If applying to more than one program, it is helpful if applicants clearly identify sections within a statement of intent that are specifically adapted for/directed to each program.

#### **e) Sample of Written Work**

Some programs of study require a sample of scholarly/academic writing for consideration in their evaluation process. Refer to the relevant departmental section(s) for more information.

A sample of written work should be no more than 5,000 words maximum. Large documents (more than 5,000 words) cannot be accommodated. So, for example, because of its large size applicants should not submit a complete master's thesis or major research paper. Selecting one or two key chapters is appropriate.

## **6. English Language Proficiency**

Students must be able to communicate effectively in English for studies at the University of Toronto. Applicants from outside Canada whose primary language is not English, and who were educated in a university outside Canada where the primary language of instruction and examination in the full academic program is not English, must demonstrate English proficiency to acceptable standards through an acceptable language proficiency test.

Applicants are not required to complete an English language proficiency test if they are a Canadian Citizen who studied at a Canadian university where the language of instruction is French.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language proficiency as part of a complete application for admission. When evidence of English language proficiency is required, an offer of admission will not be issued until the requirement is fully satisfied. In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language proficiency must be demonstrated by providing satisfactory results of one of the following tests. Applicants must arrange for a test score to be reported electronically to the University of Toronto (Enrolment Services) by the testing agency. The only test for which paper scores will be accepted is MELAB. Test scores are valid for two years from the date of testing.

### **Test of English as a Foreign Language (TOEFL)**

Website: [www.ets.org/toefl](http://www.ets.org/toefl)

The TOEFL is offered in **two** formats:

**paper-based, 18 Tf (Test of English as a Foreign Language) 10 5eTj wh.)Tj 1 0 0 1 36 231**

should be submitted in writing to the Registrar's Office, Graduate

**OISE Degrees by Department,**

# Graduate Programs by Department

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*Sexual Diversity Studies - MEd*  
*Women and Gender Studies - MEd*

Student Development and Student Services in Post-secondary  
Education - MEd  
*Comparative, International and Development Education - MEd*  
*Educational Policy - MEd*  
*Sexual Diversity Studies - MEd*  
*Women and Gender Studies - MEd*

## Social Justice Education (SJE)

### Codes:

= Field

= Collaborative Program

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

*Aboriginal Health - MEd, MA, EdD, PhD*  
*Comparative, International and Development Education - MEd,  
MA, EdD, PhD*  
*Diaspora and Transnational Studies - MA, EdD, PhD*  
*Educational Policy - MEd, MA, EdD, PhD*  
*Environmental Studies - MEd, MA, EdD, PhD*  
*Ethnic and Pluralism Studies - MEd, MA, EdD, PhD*  
*Sexual Diversity Studies - MEd, MA, EdD, PhD*  
*South Asian Studies - MEd, MA, EdD, PhD*  
*Women and Gender Studies - MEd, MA, EdD, PhD*  
*Workplace Learning and Social Change - MEd, MA, EdD, PhD*

## Collaborative Programs

For information on the many Collaborative Programs OISE participates  
in, please see Collaborative Graduate Degree Programs section:  
[http://ro.oise.utoronto.ca/OLC-OISE-Bulletin-2014-  
2015/Collaborative\\_Graduate\\_Degree\\_Programs.html](http://ro.oise.utoronto.ca/OLC-OISE-Bulletin-2014-2015/Collaborative_Graduate_Degree_Programs.html)

## Faculty

### **Mary Louise Arnold, EdD (Harvard)**

Associate Professor

*(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)*

### **Mary Caravias, PhD (Toronto)**

Director of Clinical Training (SCCP) & Co-Director of the OISE

Psychology Clinic

*(development and training of school and clinical child psychologists; clinical supervision; developing self-awareness as a therapist; therapeutic interventions for adolescents and children; developing effective school-based accommodations for children with various school related issues and teacher consultation)*

### **Xi Becky Chen-Bumgardner, PhD (Illinois)**

Associate Professor

*(children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy)*

### **Charles P. Chen, PhD (British Columbia)**

Professor, Canada Research Chair in Life Career Development

*(vocational and career psychology broadly defined; life-career interaction and integration; humanistic psychology; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita philosophy-based career counselling intervention;*

# Applied Psychology and Human Development

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*theory of mind; expertise in literary reading; developing ability to read and write poetry; cognition and instruction)*

## **Michele Peterson-Badali, PhD (Toronto)**

Professor, cross-appointed to the Centre for Criminology and Sociological Studies

*(youth offender assessment and intervention for rehabilitation; mental health and youth justice; youth justice policy; children's rights)*

## **Niva Piran, PhD (Texas)**

Professor

*(counselling and health promotion research; feminist counselling; embodiment, body image development; women's mental health; immigration and multicultural challenges)*

## **Angela Pyle, PhD (Queens)**

Assistant Professor

*(early learning programs; play-based learning; research methods for accessing the perspectives of young children; assessment in kindergarten classrooms; teacher beliefs and practices)*

## **Margaret S. Schneider, PhD (York)**

Associate Professor, Associate Chair

*(companion animals and mental health; professional ethics in psychological research and practice; sexual orientation)*

## **Katreena Scott, PhD (Western)**

Associate Professor, Canada Research Chair in Family Violence Prevention and Treatment, School & Clinical Child Psychology

*(family violence; child maltreatment; dating violence; fathering; assessment of abuse; prevention; intervention)*

## **Judith A. Silver, PhD (Toronto)**

Senior Lecturer, Co-Director, OISE Psychology Clinic & Director of Clinical Training for the Clinical & Counselling Psychology Program, OISE

*(holistic approaches to counselling; supervision; professional practice issues)*

## **Lana Stermac, PhD (Toronto)**

Professor, Interim Chair (until June, 2014)

*(traumatic stress and health, sexual assault; war trauma, feminist issues in violence; psychology and law; trauma and learning)*

## **Suzanne Stewart, PhD (Victoria)**

Associate Professor, Canada Research Chair in Aboriginal Homelessness and Life Transitions, Special Advisor to the Dean on Aboriginal Education

*(indigenous mental health and healing & indigenous pedagogies in education)*

## **Richard Volpe, PhD (Alberta)**

Professor

*(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)*

## **Jeanne Watson, PhD (York)**

Professor and Associate Dean, Programs

*(person-centered-experiential psychotherapy; emotion-focused approaches to psychotherapy; empathy; the therapeutic relationship; psychotherapy processes and outcomes; emotion)*

## **Judith Wiener, PhD (Michigan)**

Professor

*(social and affective development of children, adolescents and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment of culturally and linguistically diverse*

*children and adolescents; psychosocial interventions)*

## **Dale M. Willows, PhD (Waterloo)**

Professor

*(evidence-based reading/writing instruction; assessment and intervention for reading/writing disabilities; teacher development in literacy education)*

## **Earl Woodruff, PhD (Toronto)**

Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning

*(cognition and learning; sociocognitive knowledge building; technology in education)*

## Associated Faculty

### **Brendan Andrade, PhD (Toronto)**

Assistant Professor, Department of Psychiatry, University of Toronto

### **Leslie Atkinson, PhD (York)**

Professor, Ryerson University

### **Maru Barrera, PhD (Toronto)**

Associate Scientist, The Hospital for Sick Children

### **Judith Bernhard, PhD (Toronto)**

Professor, Ryerson University

### **Jessica Brian, PhD (York)**

Co-Director, Autism Research Unit, Hospital for Sick Children

### **Julia Broeking, PhD (Toronto)**

Sessional Lecturer, Department of Applied Psychology & Human Development, Private Practice

### **Art Caspary, PhD (Toronto)**

Head of Psychology and Internal Training at the Hincks-Dellcrest Centre

### **Jody Chong, PhD (Toronto)**

Lecturer, Child Study & Education Program, OISE

### **Yiola Cleovoulou, PhD (Toronto)**

Lecturer, Child Study & Education Program, OISE

### **Nancy Cohen, PhD (Toronto)**

Director of Research at the Hinks-Dellcrest Centre

### **Laurie Costaris, PhD (Toronto)**

Psychologist, Private Practice

### **Alister Cumming, PhD (Toronto)**

Professor, Department of Curriculum, Teaching and Learning, OISE

### **Judith Friedland, PhD (Toronto)**

Professor, Department of Occupational Therapy, University of Toronto

### **Joan Grusec, PhD (Stanford)**

Professor, Department of Psychology, University of Toronto

### **Charles Helwig, PhD (California, Berkeley)**

Associate Professor, Department of Psychology, University of Toronto

### **Joanna Henderson, PhD (Toronto)**

Assistant Professor, Department of Psychiatry, University of Toronto

### **Zeenat Janmohamed, MEd (Toronto)**

Executive Director, Atkinson Centre for Society and Child Development, OISE

### **Daniel Keating, PhD (Johns Hopkins)**

Professor, University of Michigan



**Sherri MacKay, PhD (Toronto)**

Assistant Professor, Department of Psychiatry, University of Toronto

**Katharina Manassis, MD (Toronto)**

Associate Professor, Department of Psychiatry, University of Toronto

**Karen Milligan, PhD (Toronto)**

Director of Psychology and Research, Integra

**Chris Moore, PhD (Cambridge)**

Professor, Dalhousie University

**Caroline Roncadin, PhD (York)**

Assistant Clinical Professor, McMaster University

**Joanne Rovet, PhD (Toronto)**

Professor, Department of Pediatrics, University of Toronto

**Marlene Scardamalia, PhD (Toronto)**

Professor, Department of Curriculum, Teaching and Learning, OISE

**Russell Schachar, PhD (Toronto)**

Professor, Department of Psychiatry, University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

**Glenn Schellenberg, PhD (Cornell)**

Associate Professor, Department of Psychology, University of Toronto at Mississauga

**Mark Schmuckler, PhD (Cornell)**

Professor, Department of Psychology, University of Toronto at Scarborough

**Tracey Skilling, PhD (Toronto)**

Assistant Professor, Department of Psychiatry, University of Toronto

**Keith Stanovich, PhD (Michigan)**

Professor, Department of Applied Psychology and Human Development, OISE

**Jennifer Tackett, PhD (Minnesota)**

Assistant Professor, University of Toronto

**Margot Taylor, PhD (McGill)**

Professor, University of Toronto

**Anthony Toneatto, PhD (McGill)**

Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

**Delia Wallis, PhD (Toronto)**

Psychologist, Private Practice

**David A. Wolfe, PhD (South Florida)**

Professor of Psychology and Psychiatry, University of Toronto

**James Worling, PhD (Toronto)**

Consultant Psychologist

**Kenneth Zucker, PhD (Toronto)**

Professor, Department of Psychology, University of Toronto

**Debby Zweig, PhD (Minnesota)**

Director of the Toronto Area Internship Consortium and Senior Lecturer, Department of Applied Psychology & Human Development, OISE

## Adjunct Clinical Supervisors

(School and Clinical Child Psychology Program)

**Andrea Adams, PhD**

Toronto District School Board

**Tane Akamatsu, PhD**

Toronto District School Board

**Brendan Andrade, PhD**

Centre for Addiction and Mental Health (CAMH)

**Joy Andres-Lemay, PhD**

Reach Out Centre for Kids

**Maru Barrera, PhD**

Hospital For Sick Children

**Silva Bernardini, PhD**

Clinical Psychology Centre

**Marla Bigel, PhD**

Bloorview Kids Rehab

**Barbara Bonner, PhD**

Oklahoma University Physicians Child Study Centre

**Art Caspary, PhD**

Hinks Dellcrest Treatment Centre

**Maria Churchard, MA**

Toronto District School Board

**Rex Collins, PhD**

The Willow Centre

**Lloy Cook, PhD**

Toronto District School Board

**Shannon Edison, PhD**

Trillium Health Centre

**John Farragher, MA**

Toronto Catholic District School Board

**Norman Faza, PhD**

Toronto District School Board

**Jennifer Felsher, PhD**

Syl Apps Youth Centre

**Sheri Gordon, MEd**

York Region District School Board

**Janice Gouse-Sheese, PhD**

Toronto District School Board

**Carole Granatstein, DipCS**

York Region District School Board

**Joanne Henderson, PhD**

Centre for Addiction and Mental Health

**Caroline Ho, PhD**

North York General Hospital

**Margaret James, MA**

Toronto District School Board

**Jerry Jedrziewicz, PhD**

Toronto Catholic District School Board

**Shonna John, PhD**

Trillium Health Centre

**Anne Johnson, MA**

Toronto District School Board

**Eileen Keith, PhD**

# Applied Psychology and Human Development

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Surrey Place Centre

**Alisa Kenny-Bridgman, PhD**  
Integra

**Sarah Kibblewhite, PhD**  
Hinks Dellcrest Treatment Centre/ Trillium Health Centre

**Hadley Koltun, PhD**  
JVS Toronto Educational Services

**Kenneth Kwan, PhD**  
Oshawa Psychological & Counselling Services

**Myra Kuksis, PhD**  
Toronto District School Board

**Sherri Mackay, PhD**  
Centre for Addiction and Mental Health (CAMH)

**Peter Mallouh, PhD**  
Toronto District School Board

**Fran Mastovas, MA, DipCS**  
Toronto Catholic District School Board

**Mona McLean, PhD**  
Toronto Catholic District School Board

**Nozomi Minowa, PsyD**  
Surrey Place Centre

**Victor Mota, MEd**  
Toronto District School Board

**Estes Moustacalis, PhD**  
Peel Region District School Board

**Alison Niccols, PhD**  
Mc Master Childrens Hospital

**Virginia Nusca, PhD**  
Waterloo Region District School Board

**Michelle Neufeld, PhD**  
North York General Hospital

**Allison Owen-Anderson, PhD**  
Centre for Addiction and Mental Health (CAMH)

**Victoria Orekhovsky, MEd**  
Toronto District School Board

**Edite Ozols, PhD**  
Toronto District School Board

**Schrine Persad, EdD**  
York Region Catholic District School Board

**Marjory Phillips, PhD**  
Integra

**Susannah Power, PhD**  
Toronto Catholic District School Board

**Avigail Ram, PhD**  
Toronto District School Board

**Tayyab Rashid, PhD**  
Toronto District School Board

**Donna Reist, PhD**

Toronto District School Board

**Angela Saunders, PhD**  
Reach Out Centre for Kids

**Barbara Shea, MA**  
Toronto Catholic District School Board

**Jennifer Stanga, PhD**  
Toronto Western Hospital

**Willi Steinke, PhD**  
Toronto District School Board

**Lynne Stewart, MSc**  
Toronto Catholic District School Board

**Lorna Sugar, PhD**  
Lakeridge Health Oshawa

**Deborah Urquhart, MA**  
Toronto District School Board

**Wilma Van Dyk, MSc**  
Kawartha Pineridge District School Board

**Diane Warling, PhD**  
Ontario Shores for Mental Health Science

**Christine Wasson, PhD**  
Toronto District School Board

**Steve Webne, PhD**  
Shoniker Centre

**Glenn Webster, MEd**  
Toronto Catholic District School Board

**Pamela Wilansky-Traynor, PhD**  
Centre for Addiction and Mental Health (CAMH)

**Hayley Wood, PhD**  
Centre for Addiction and Mental Health (CAMH)

**Susan Yabsley, PhD**  
Hinks Dellcrest Treatment Centre

**Kenneth Zucker, PhD**  
Centre for Addiction and Mental Health (CAMH)

**Debby Zweig, PhD**  
York Central Hospital

## Child Study and Education Practicum Coordinator

Ronna Kluger, MEd (Boston)  
Robin Bennett, MEd (Toronto)

## Laboratory School Staff

(based at the Dr. Eric Jackman Institute of Child Study)

Elizabeth Morley, BA, DipCS (Toronto), Principal  
Richard Messina, BEd (Toronto), Vice Principal

Julie Comay, PhD (Toronto)  
Andrea Cousineau, MA (Toronto)  
Zoe Donoahue, MEd (Toronto)  
Christel Durand, FTCert (Toronto)  
Justine Grosman, MEd (Toronto)



# Applied Psychology and Human Development

The Department of Applied Psychology and Human Development (AP&HD) offers graduate degrees in five programs that focus, in various ways, on basic and applied research in the areas of human development, teaching, special education, educational psychology and clinical and counselling psychology pertaining to children, adolescents and adults.

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

In our graduate programs we are committed to shaping the next generation of researchers, scholars, policy makers, and practitioners in these areas. Our faculty are leaders in their fields, with wide-ranging interests and active research programs. AP&HD is home to a diverse group of students and plays host to visiting researchers from around the world.

We currently offer the following:

## 1. Child Study and Education (MA)

The Master of Arts in Child Study and Education Program is offered at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher preparation and research in childhood and education which includes a nursery through Grade 6 Laboratory School (a short walk from OISE). Our non-thesis program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for a Certificate of Qualification, which qualifies the holder to teach in the primary and junior divisions of Ontario schools. Students with plans for further graduate study may opt to complete a Qualifying Research Paper (QRP).

## 2. Counselling & Clinical Psychology (MA, PhD)

This program has two fields:

- *Clinical & Counselling Psychology* (MA, PhD) Offered by the graduate Department of Applied Psychology and Human Development, OISE, St. George Campus. This field is based on a bio-psycho-social model with an emphasis on diversity, as well as on the assessment and treatment of psychopathology in adults and adolescents.
- *Clinical Psychology* (MA, PhD) –Offered by the graduate Department of Psychological Clinical Science, University of Toronto, Scarborough (UTSC). This field builds on the research strengths of the UTSC faculty in personality, neuropsychological and neuroimaging-based approaches to assessment.

## 3. Counselling Psychology (MEd, EdD)

This program has two fields:

- *Counselling & Psychotherapy* (MEd, EdD) This option provides individuals with the opportunity to learn and develop counselling and psychotherapy skills appropriate for a variety of work settings.
- *Guidance and Counselling* (MEd) The MEd degree program helps

meet the need for well-prepared practitioners in the field of guidance and counselling in the schools.

## 4. Developmental Psychology and Education (MA, MEd, PhD)

This Program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. The MA and PhD degree programs are designed for students who wish to pursue an academic or research-based career. The MEd is designed for the reflective teacher or other practitioner in education or related fields.

## 5. School and Clinical Child Psychology (MA, PhD)

A program that provides theoretical, research and professional training in preparation for registration as a Psychologist or Psychological Associate and for research on issues relevant to children, youth and families.

In addition to the information provided here the specific requirements for each program are described in more detail in the Department of Applied Psychology and Human Development Program Guidelines. Students are expected to consult the Program Guidelines for specific policies governing their programs. The Program Guidelines are available on the departmental website.

### General Information

For application information visit the Registrar's Office Website: [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)

If you require further application information, contact:  
Graduate Admissions Unit, Room 4-485  
Telephone: 416-978-1682  
E-mail: [gradstudy.oise@utoronto.ca](mailto:gradstudy.oise@utoronto.ca)

**For information about registration**, contact your liaison officer in the Registrar's Office, Graduate Studies Registration Unit, Room 4-485:

Taleah Clarke, Liaison Officer, (Last name A-F)  
Telephone: 416-978-1636  
E-mail: [taleah.clarke@utoronto.ca](mailto:taleah.clarke@utoronto.ca)

Linda Pereira, Liaison Officer, (Last name G-M)  
Telephone: 416-978-1657  
E-mail: [linda.pereira@utoronto.ca](mailto:linda.pereira@utoronto.ca)

Ruth Rogers, Liaison Officer, (Last name N-Z)  
Telephone: 416-978-1654  
E-mail: [ruth.rogers@utoronto.ca](mailto:ruth.rogers@utoronto.ca)

### Academic Information

#### Child Study and Education

Vanessa Dane  
Telephone: 416-934-4525  
E-mail: [vanessa.dane@utoronto.ca](mailto:vanessa.dane@utoronto.ca)

#### Counselling and Clinical Psychology/Counselling Psychology

Todd Will  
Telephone: 416-978-0682  
E-mail: [todd.will@utoronto.ca](mailto:todd.will@utoronto.ca)

#### Developmental Psychology and Education

TBA

**School and Clinical Child Psychology**

Diana Robinson

Telephone: 416-978-0920

E-mail: diana.robinson@utoronto.ca

**Programs and Admissions Coordinator**

Lisa Chinchamie

Telephone: 416-978-0917

E-mail: l.chinchamie@utoronto.ca

**Chair of the Department (until June 2014)****Lana Stermac, PhD (Toronto)**

Professor

(traumatic stress and health; sexual assault; war trauma; feminist issues in violence; psychology and law; trauma and learning)

**Associate Chair of the Department****Margaret Schneider, PhD (York)**

Associate Professor

(Sexual orientation and gender; professional ethics; human-animal interaction and bonding)

**General Department Admission Information**

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, statement of Intent and relevant experience.

As AP&HD's five programs offer very different experiences and career paths, applicants are strongly encouraged to carefully select the program

## **Collaborative Program in Women and Gender Studies**

The Departments of Applied Psychology and Human Development; Curriculum, Teaching and Learning; Leadership, Higher and Adult Education; and Social Justice Education participate in the University's Graduate Collaborative Program in Women and Gender Studies (CWGS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at the Women and Gender Studies Institute, University of Toronto and the program advisor in the student's OISE home department.

## **Child Study and Education Program**

# **Child Study and Education Program**

## **Master of Arts**

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

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

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

## **Second Year Courses**

### **Academic Term:**

In addition to one academic term elective half-course, the following required courses are to be taken:

APD2211H Theory and Curriculum I: Language and Literacy

APD2212H Theory and Curriculum II: Mathematics

APD2214H Introduction to Curriculum II: Special Areas

### **Internship Term:**

In addition to one internship term elective half-course, the following required courses are to be taken:

APD2202H Childhood Education Seminar II: Advanced Teaching

APD2221Y Advanced Teaching Practicum (full course)

In addition, students must demonstrate knowledge of the acts and regulations respecting education in Ontario.

*Registration in the second year is contingent upon successful completion of all first year work.*

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

## **Special Education**

Students planning a career in special needs education may consider Special Education as a focused area of study. Such students are strongly encouraged to include a six-week placement in a Special Education setting in their first year of study. All students are strongly encouraged to elect APD2280H (Introduction to Special Education and Adaptive Instruction) along with another recommended special education elective. Graduates who followed the Special Education recommendations are eligible to take a condensed Special Education Part I Additional Qualifications (AQ) course at OISE in the spring following successful completion of the program.

## **Early Childhood**

Students interested in Kindergarten and Early Childhood programs may consider Early Childhood as a focused area of study. Such students are strongly encouraged to complete one recommended ECE elective

College of Psychologists of Ontario  
110 Eglinton Avenue West, Suite 500  
Toronto, Ontario M4R 1A3  
Telephone: 416-961-8817  
Telephone: 1-800-459-8388  
E-mail: [cyarrow@cpo.on.ca](mailto:cyarrow@cpo.on.ca)  
Website: [www.cpo.on.ca](http://www.cpo.on.ca)

The Department of Applied Psychology and Human Development 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 judgement may well be raised in the examination of those candidates for registration who have engaged in



# Clinical Psychology (MA, PhD)

- **Practicum:** Complete a 500-hour practicum in conjunction with the doctoral practicum course APD3217Y.
- **Internship:** 2,000 hours of internship (APD3268Y). All internship arrangements must be made in consultation with the Director of Clinical Training.
- **Comprehensive examination:** In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examinations are normally taken at the end of the second year of full-time study.
- **Doctoral dissertation:** All students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation supervised by a full-time member of the Clinical and Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of clinical and counselling psychology.

## Clinical Psychology (MA, PhD)

The field in Clinical Psychology is offered primarily by the Department of Psychological Clinical Science at UTSC. Clinical Psychology is the applied

## Program Requirements

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

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

## Counselling Psychology Program

# Counselling Psychology Program

The Counselling Psychology Program has two fields:

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

## Fields

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

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

#### Minimum Admission Requirements

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

#### Program Requirements

The MEd in Counselling Psychology (Counselling and Psychotherapy field) consists of:

- 5.0 full-course equivalents (FCEs) plus a comprehensive examination.
- The 3.0 FCEs required in Counselling Psychology include courses in counselling techniques and theory, group theory, ethics, and a practicum.
- Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship & Counselling Services.

### Counselling and Psychotherapy –Doctor of Education (EdD)

Counsellor training in this degree program emphasizes the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates will be prepared to take leadership positions in the field of educational counselling; as educators in colleges and institutes of education; as directors and coordinators of school guidance programs; as specialists in the provision of counselling related, inservice training for school personnel; and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting.

#### Minimum Admission Requirements

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

#### Program Requirements

All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

The EdD program consists of a minimum of 4.0 full-course equivalents (FCEs), including practicum and internship, and a doctoral dissertation:

- 3.0 of the 4.0 FCEs must be in Counselling Psychology.
- **Practicum:** complete a 500-hour practicum in conjunction with the doctoral practicum course APD3217Y.
- **Internship:** complete 500 hours of internship (APD3270H). All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services.
  - Thesis:** all students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, and

## Guidance and Counselling

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

The MEd degree program helps meet the need for well prepared practitioners in the field of guidance and counselling in schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides students with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA). Students completing this MEd program may have their degree credited toward Parts I and II of the Ontario College of Teachers (OCT) Specialist Certificate in Guidance. Students may pursue the MEd degree on a full-time or part-time basis.

#### Minimum Admission Requirements

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

#### Program Requirements

The MEd consists of:

- 5.0 full course equivalents (FCE's) plus a comprehensive examination.
- The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the 3.0 FCEs required in Counselling Psychology, every program of study must include counselling and group theory, critical multicultural counselling, career counselling, educational and psychological testing, and a practicum experience.

### Interprogram Courses

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

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

### Developmental Psychology & Education Program

## Developmental Psychology & Education Program

This Program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; cognition and instruction (language, literacy and mathematics); special education and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

### Master of Arts

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

#### Admission Requirements

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

#### Degree Requirements

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

#### Required courses:

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

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

### Master of Education

The MEd degree program is designed primarily for students who are teaching in the school system or working in early childhood education settings, in community literacy programs or in settings with children or

# Applied Psychology and Human Development

adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

## Admission Requirements

Admission to the MEd degree program requires an appropriate bachelor's degree with high academic standing (equivalent to at least **mid-B or better** in the final year) from a recognized university. Applicants are required to submit two letters of recommendation (one academic and one professional).

## Degree Requirements

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

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

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

## Doctor of Philosophy

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

The Developmental Psychology and Education program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option for which they are applying.

## Admission Requirements

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

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

## Degree Requirements

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

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

APD3200H Research Proseminar on Human Development and Applied Psychology

### plus

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

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

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

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

## Emphasis

### Early Learning

Application to the emphasis is not required. Courses required for the emphasis are currently only available to students in the flexible-time PhD program. Note that full-time PhD students interested in the emphasis should consult the Graduate Coordinator.

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

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

Students who complete the emphasis requirements will receive a letter of completion from the department.

### School & Clinical Child Psychology Program

## School & Clinical Child Psychology Program

The School and Clinical Child Psychology (SCCP) program provides theoretical, research and professional training in preparation for leadership in psychological practice with children, adolescents and families in school, mental health, private practice and research settings. The program is designed to provide professional training in psychological

assessment, therapy and other psychosocial and instructional

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

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

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

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

## Degree Requirements

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

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

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

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

To complete the PhD program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

### Requirements:

- APD3202H A Foundation of Program Evaluation and Social Sciences
- APD3222H Approaches to Psychotherapy Across the Lifespan
- APD3240H Advanced Social and Emotional Assessment Techniques
- APD3241H Seminar and Practicum in Assessment and Intervention with Children (normally taken in Year 2 of the Program). The practicum portion of APD3241H consists of 500 hours (two days a week from September to June) and is normally taken in a clinical setting.
- APD3242Y Internship in School and Clinical Child Psychology. The

## Applied Psychology and Human Development Courses

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### **APD1200H Foundations of Human Development and Education**

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.

Staff

### **APD1201H Child and Adolescent Development**

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.

K. Lee and Staff

### **APD1202H Theories and Techniques of Counselling**

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

Staff

### **APD1203Y Practicum I: Interventions in Counselling Psychology**

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

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

NOTE: Part-time students must be available one full week-day per week to fulfill the practicum requirement. All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

L. Stermac, J.E. Watson, J. Silver and Staff

### **APD1204H Personality Theories**

Current theories and research on personality are reviewed from several perspectives, including psychoanalytic, interpersonal, humanistic, trait, psychobiological, operant, and social cognitive. Topics include personality development and consistency, personality change, conscious and unconscious functioning, aggression, learned helplessness, personality disorders, sex and gender issues, and cross-cultural personality theories. Major theoretical approaches to personality within the context of clinical counseling psychology. This will include philosophical assumptions, key concepts, the process of change, and applications. Designed for those interested in personality development, change, and treatment issues. Specific content relevant to diverse socio-cultural contexts has been included. Upon completion of this course students will be able to: Understand the development of various Western psychology personality theories; understand the issues relevant to personality theory and development in culturally diverse contexts; and

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

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).

Staff

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

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

J. Pelletier and Staff

### **APD1214H Critical Multicultural Practice: Diversity Issues in Counselling**

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.

Prerequisite: APD1202H

Corequisite: APD1203Y

R. Moodley

### **APD1215H Psychological Assessment of School-Aged Children**

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations. Pre-requisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course APD1216H

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

### **APD1216H Psychoeducational Assessment**

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.

Prerequisite: This course is limited to students in the School and Clinical

Child Psychology program who have completed course APD1215H.  
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

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

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building



ordinarily taken in the first MA year  
J. Wiener

**APD1228H Individual and Group Psychotherapy: Family and Couples Counselling**

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

Staff

**APD1234H Foundations of Cognitive Science**

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

Staff

**APD1236H Developmental Psychopathology**

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of

# Applied Psychology and Human Development

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Staff

## **APD1256H Child Abuse: Intervention and Prevention**

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

K. Scott and R. Volpe

## **APD1259H Child and Family Relationships - Implications for Education**

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

Staff

## **APD1261H Group Work in Counselling**

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

Staff

## **APD1262H Educational and Psychological Testing for Counselling**

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

Staff

## **APD1263H Seminar in Research Methods for M.A. students [RM]**

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

Staff

## **APD1265H Social and Personality Development**

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

M.L. Arnold, R. Volpe

## **APD1266H Career Counselling and Development: Transition from School to Work**

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

C. Chen

## **APD1268H Career Counselling and Development: Transitions in Adulthood**

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

C. Chen

## **APD1269H Use of Guided Imagery in Counselling and Psychotherapy**

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

N. Josefowitz

## **APD1272H Play and Education**

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

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

Staff

## **APD1275H Special Topics in Counselling Psychology**

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

Staff

**APD1278H Cognitive Therapy**

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

Staff

**APD1279H Preventative Interventions for Children at Risk**

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

R. Volpe and Staff

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

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.



**APD2212H Theory and Curriculum II: Mathematics**

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

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

J. Moss and Staff

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

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

Prerequisite: APD2210Y

Staff

**APD2220H Teaching Practicum**

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

Staff

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

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

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

R. Kluger and Staff

**APD2230H Designing Educational Programs**

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

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

Staff

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

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

Staff

**APD2275H Technology for Adaptive Instruction and Special Education**

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Applied Psychology and Human Development.

Staff

**APD2280H Introduction to Special Education and Adaptive Instruction**

A critical analysis of current issues related to identification and



**APD3217Y Practicum II: Interventions in Counselling Psychology**

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

N. Piran

**APD3221H Cross-cultural Perspectives on Children's Problems**

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

**APD3232H Developmental Trajectories and High Risk Environments**

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

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

J. Jenkins

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

Course description same as APD1238H.

**APD3240H Advanced Social and Emotional Assessment Techniques**

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain







## **Chair of the Department**

**Douglas E. McDougall, EdD (Toronto)**

Professor

(mathematics education; teacher development; applications of technology to teaching and learning; qualitative research methods)

## **Associate Chairs of the Department**

**James G. Hewitt, PhD (Toronto)**

Associate Professor; Associate Chair, Research; Coordinator, Teaching Program

(computer supported learning environments; electronic discourse;



Associate Professor

*(curriculum theory; cultural studies; contemporary visual art; aesthetics; embodiment; youth and civic engagement; arts-based research methodologies; sensory methodologies; feminist pedagogy)*

**Shelley Stagg-Peterson, PhD (Alberta)**

Professor

*(socio-cultural issues in literacy learning; use of digital technologies and multimedia to teach writing; role of peer and teacher feedback in the teaching and assessment of writing; content area literacy; oral language and early writing development; teaching with children's literature; role of teacher-directed action research in teachers' professional learning; rural education)*

**Leslie Stewart Rose, EdD (Toronto)**

Senior Lecturer

*(anti-oppression education in teacher education and school settings; dialogic inquiry; arts education and social change; music education)*

**Heather Sykes, PhD (British Columbia)**

Associate Professor

*(anti-homophobia education; teacher's life history; issues of sexuality in physical education and sport; post-structural, queer, and feminist theories)*

**Peter Trifonas, PhD (British Columbia)**

Professor

*(critical theory; literacy curriculum theory; philosophy of education; social and cultural studies; technology and media)*

**Harold M. Troper, PhD (Toronto)**

Professor

*(immigrant, ethnic and minority group history; intergroup relations; history of film; American history; history of education and schooling; religion and schooling)*

**John Wallace, PhD (Toronto)**

Professor

*(science education; teacher learning; case methods in teacher education; curriculum integration; qualitative inquiry)*

## Associated Faculty

**Guy Allen, PhD (Toronto)**

Senior Lecturer; Director, Professional Writing Program, University of Toronto at Mississauga

**Lee Bartel, PhD (Illinois –UC)**

Professor; cross-appointed from Faculty of Music

**Xi Chen-Bumgardner PhD (Illinois)**

Associate Professor; cross-appointed from Applied Psychology and Human Development

**Marcel Danesi, PhD (Toronto)**

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

**Katherine Rehner, PhD (Toronto)**

Associate Professor; cross-appointed from the Department of French, German and Italian, University of Toronto at Mississauga

**Lisa Romkey, MEd (Toronto)**

Senior Lecturer; cross-appointed from the Division of Engineering Science, University of Toronto

**Dale M. Willows, PhD (Waterloo)**

Professor; cross-appointed from Applied Psychology and Human Development

**Earl Woodruff, PhD (Toronto)**

Associate Professor; cross-appointed from Applied Psychology and Human Development

**Professors Emeriti**

Johan L. Aitken, PhD (Toronto)

Mary Beattie, EdD (Toronto)

Clive M. Beck, PhD (New England)

Barrie Bennett, PhD (Oregon)

David Booth, MEd (Durham)

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# Curriculum, Teaching and Learning

## Teaching (MT)

The Department also offers the following Collaborative Programs:  
Collaborative Program in Comparative, International and Development Education (MEd, MA, PhD)

Collaborative Program in Educational Policy (MEd, MA, PhD)  
Collaborative Program in Knowledge Media Design (MEd, MA, PhD)  
Collaborative Program in Sexual Diversity Studies (MEd, MA, PhD)  
Collaborative Program in Women and Gender Studies (MEd, MA, PhD)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

Centre for Educational Research on Languages and Literacies (CERLL)  
Centre for Franco-Ontarian Studies (CREFO)  
Centre for Media and Culture in Education (CMCE)  
Centre for Science, Math and Technology Education (SMT)  
Centre for Urban Schooling (CUS)  
Institute for Knowledge Innovation and Technology (IKIT)

Many CTL faculty are oriented toward field-based practice, and some courses are offered off-site or through distance learning modes. Refer to the Research and Field Activities section for more information.

## General Information

**For application information** visit the Registrar's Office Website: [www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)

If you require further application information, contact:  
Graduate Admissions Unit, Room 4-485  
Telephone: 416-978-1682  
E-mail: [gradstudy.oise@utoronto.ca](mailto:gradstudy.oise@utoronto.ca)

### For information about registration, contact:

Taleah Clarke, Liaison Officer, (Last name A-F)  
OISE Registrar's Office  
Graduate Studies Registration Unit, Room 4-485  
Telephone: 416-978-1636  
E-mail: [taleah.clarke@utoronto.ca](mailto:taleah.clarke@utoronto.ca)

Linda Pereira, Liaison Officer, (Last name G-M)  
OISE Registrar's Office  
Graduate Studies Registration Unit, Room 4-485  
Telephone: 416-978-1657  
E-mail: [linda.pereira@utoronto.ca](mailto:linda.pereira@utoronto.ca)

Ruth Rogers, Liaison Officer, (Last name N-Z)  
OISE Registrar's Office  
Graduate Studies Registration Unit, Room 4-485  
Telephone: 416-978-1654  
E-mail: [ruth.rogers@utoronto.ca](mailto:ruth.rogers@utoronto.ca)

## Academic Information

**For academic information regarding registered students, contact:**  
Terry Louisy, Coordinator, Departmental Policy, Programs and Communications  
Telephone: 416-978-0054  
Fax: 416-926-4761  
E-mail: [terry.louisy@utoronto.ca](mailto:terry.louisy@utoronto.ca)  
Website: [www.oise.utoronto.ca/depts/ctl/](http://www.oise.utoronto.ca/depts/ctl/)

## Admissions, Awards and Off-Campus Information

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

Michelle Pon, Graduate Studies Student Coordinator  
Curriculum, Teaching and Learning  
Telephone: 416-978-0051  
Fax: 416-926-4744  
E-mail: [michelle.pon@utoronto.ca](mailto:michelle.pon@utoronto.ca)

## Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of courses via computer conferencing.

### For further details, contact:

Michelle Pon, Graduate Studies Student Coordinator  
Curriculum, Teaching and Learning  
Telephone: 416-978-0051  
Fax: 416-926-4744  
E-mail: [michelle.pon@utoronto.ca](mailto:michelle.pon@utoronto.ca)

## Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Social Justice Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area or contact Diane Farmer, CREFO Centre Head ([diane.farmer@utoronto.ca](mailto:diane.farmer@utoronto.ca)), or Christine Connelly, Coordinator, Francophone Studies ([christine.connelly@utoronto.ca](mailto:christine.connelly@utoronto.ca)).

## Curriculum Studies & Teacher Development Program

# Curriculum Studies & Teacher Development Program

### Program Co-ordinator:

J. Slotta

### Core Faculty:

J. L. Bencze, B. Bennett, K. Bickmore, C. Brett, K. Broad, L. Cameron, E. Campbell, K. Cooper, I. Esmonde, M. Evans, G. Feuerverger, K. Gallagher, R. Gaztambide-Fernández, D. Gérin-Lajoie, G. Gini-Newman, W. Gitari, T. Goldstein, J. Hewitt, E. Jang, M. Kooy, C. Kosnik, T. Lam, R. Lancaster, C. Marks Krpan, D. McDougall, J. Miller, D. Montemurro, S. Niyozov, E. Pedretti, C. Rolheiser, M. Scardamalia, R. Simon, J. Slotta, E. Smyth, S. Springgay, S. Stagg-Peterson, L. Stewart Rose, H. Sykes, P. Trifonas, J. Wallace

### Associated Faculty:

L. Bartel, C. Beck, D. Booth, D. Farmer, E. Woodruff

The Curriculum Studies and Teacher Development Program (CSTD) is a forum for systematic reflection on curriculum, viewed in the broadest sense as educational experiences that occur in both formal and informal settings. This includes a critical examination of the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings.

The CSTD program includes three areas of interest which reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program. One of these areas of

interest can be taken as part of an Emphasis in Critical Studies in Curriculum Pedagogy (CSCP). Given the diverse academic and research interests of our faculty, these three areas of study provide possible pathways for students as well as communities of support for both faculty and students.

### **Critical Studies in Curriculum and Pedagogy**

Taking curriculum and pedagogy broadly defined as points of departure, the Critical Studies in Curriculum and Pedagogy cluster is a forum for systematic and interdisciplinary reflection on the myriad of processes and contexts related to educational experience, from schools and local communities, to media and transnational cultural contexts. The cluster encourages a critical exploration of educational phenomena, within and beyond the scope of schools, with a focus on power relations and social justice issues. The kinds of educational phenomena considered within this cluster cover a wide range of issues and topics, such as student experience, human interaction, subjectivity, knowledge production, ecology, environmental justice, globalization, colonialism, race, disability, gender, sexuality, cultural and linguistic difference, technology, and media production. Faculty affiliated with this cluster have a commitment to educational scholarship -- including international and transnational perspectives -- that promotes social justice, equity, and a critical consideration of how social categories and institutions shape educational experiences with a view to promoting and informing sustainable emancipatory and anti-oppressive practices.

### **Learning, Schools, and Innovations**

The Learning, Schools and Innovations cluster emphasizes scholarship concerning the nature of learning and instruction in formal and informal settings, building on a broad academic literature in educational research, the learning sciences, evaluation and assessment, and learning and instruction within subject areas. Faculty interested in this cluster embrace a spectrum of methodologies, from formal evaluation and comparison studies to design-oriented research, mixed methods, and qualitative research. The focus is to achieve a theoretical understanding of learning and instruction, embedding that theory in powerful innovations, and advancing the research. In this cluster, faculty make important connections to institutional settings including K-12 and higher education, they investigate new technologies, and emphasize the study of learning within rich contexts and distributed communities.

### **Teaching and Teacher Education**

This cluster focuses on the study of teaching and teacher learning across the curriculum. Faculty interested in this cluster recognize that teachers come to education with a range of perspectives. Their beliefs influence how they support, understand, and assess student learning, direct their own learning, and design their curriculum. The term teacher is used broadly to include those who work in schools, district and government offices and diverse settings (e.g., museum studies, outdoor education centres). In this cluster, researchers study the complex role of teachers, the intersection of the formal and hidden curricula, and the socio-political context of teaching. A wide range of research methodologies in examining student and teacher learning, teaching, and teacher development is employed.

### **Emphasis in Critical Studies in Curriculum and Pedagogy**

The Critical Studies in Curriculum and Pedagogy (CSCP) Emphasis will encourage a critical exploration of educational phenomena, within and beyond the scope of schools, and will focus on social justice issues in education including issues related to environmental justice, globalization, colonialism, race, disability, gender, sexuality, cultural and linguistic difference.

PhD, MA, and MEd students enrolled in the Critical Studies in Curriculum and Pedagogy Emphasis are required to take 3 courses from the following list of courses affiliated with the Emphasis.

Students who successfully complete CSCP coursework as part of their CSTD degree requirements may request a letter of completion in the Emphasis in CSCP.

CTL1011H Anti-Oppression Education in School Settings

CTL1024H Poststructuralism and Education

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

CTL1037H Teacher Development: Comparative and Cross-Eres1 0 0 1 316 66TfuS

# Curriculum, Teaching and Learning

The MEd program of study consists of 10 half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.
- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

## Master of Arts

The MA degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires an appropriate bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the PhD level are advised to apply for enrollment in an MA rather than an MEd degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/ctl/Prospective\\_Students/CTL\\_Graduate\\_Programs/Curriculum\\_Studies\\_and\\_Teacher\\_Development\\_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The MA may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page <[www.oise.utoronto.ca/ctl/Prospective\\_Students/CTL\\_Graduate\\_Programs/Curriculum\\_Studies\\_and\\_Teacher\\_Development\\_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)>.

**NOTE:** Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within five years of first enrollment.
- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

## Doctor of Philosophy

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

### Full-time PhD option:

Applicants are accepted under SGS general regulations. An appropriate master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level is required. This degree must be completed with an average grade equivalent to **B+ or better**. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit as part of a complete application:

- a. Their master's thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page: [www.oise.utoronto.ca/ctl/Prospective\\_Students/CTL\\_Graduate\\_Programs/Curriculum\\_Studies\\_and\\_Teacher\\_Development\\_\(CSTD\)/index.html](http://www.oise.utoronto.ca/ctl/Prospective_Students/CTL_Graduate_Programs/Curriculum_Studies_and_Teacher_Development_(CSTD)/index.html)
- b. A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals; and
- c. Two letters of reference, one academic and one professional.

### Flexible-time PhD option:

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

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

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



# Language and Literacies Education Program

## Program Coordinator

J. Kerekes

## Faculty

G. Allen, C. Connelly, K. Cooper, A. Cumming, G. Feuerverger, A. Gagné, J. Kerekes, N. Labrie, D. Levine, E. Piccardo, K. Rehner, R. Simon, N. Spada, S. Stagg-Peterson, S. Styres, H. Troper

## Associate Faculty

B. Chen-Bumgardner, Applied Psychology and Human Development;  
R. Childs, Leadership, Higher and Adult Education;  
M. Danesi, Department of Anthropology;  
E. Geva, Applied Psychology and Human Development;  
M. Heller, Social Justice Education;  
E. Jang, Applied Psychology and Human Development

The Language and Literacies Education program investigates questions around the relationships of literacies in language and language in literacies across communities, societies, instructional environments, and informal learning settings. The scope of the program encompasses the following within applied linguistics and literacies studies: (a) the learning, teaching, and use of first and additional (nonnative) languages in diverse settings; (b) curriculum, instruction, and assessment related to the development of first and additional language and K-12 literacy skills; (c) the development of bilingual, multilingual, and translanguistic abilities; (d) language and literacy education policies and planning; (e) pedagogy oriented towards multiliteracies development, including early literacy and adolescent reading, writing and oral language development, and children's literature across the curriculum; (f) social justice issues related to plurilingualism and cultural and linguistic diversity; and (g) pedagogical implications of the fact that language and literacy are infused into all aspects of learning in contexts characterized by linguistic diversity.

Specific resources related to the program include the OISE library's Modern Language Collection, la Collection Franco-Ontarienne, the Children's and Young Adult literature collection, and the Centre for Educational Research on Languages and Literacies. The program offers three degrees: MEd, MA, and PhD.

## Master of Education

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

The MEd consists of 10 half courses. Students must take a minimum of five CTL3000-level half courses within the program. The MEd program of study may be taken on a full or part-time basis. All requirements for the degree must be satisfactorily completed by the following timelines:

- **Students who began their degree prior to September 2011** must satisfactorily complete all requirements within six years of first enrollment.

- **Students who began in September 2011 or later** must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

(see the Minimum Admissions and Degree Requirements section for degree requirements).

## Master of Arts

Applicants are accepted under SGS general regulations, which specify an appropriate bachelor's degree with high academic standing from a recognized university. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional

of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. A sample of single-authored scholarly writing must be submitted with the application.

**Flexible-time PhD option:**

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

Full-time PhD students must complete their degree requirements within six years. Students in the flexible-time PhD option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The PhD involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL3000-level half-courses within the Program. Students are required to take CTL3001H - Research Colloquium in Second Language Education. If CTL3001 was taken at the Master's level, students are not permitted to take it again and should substitute it with another CTL3000-level course. A research methods [RM] course relevant to the topic of the thesis is also a requirement of the PhD program. Any of the following courses can fulfill this requirement:

CTL1018H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, APD1287H, APD1288H, HSJ1905H.

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

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

**Teaching Program**

# Teaching Program

**Program Coordinator**

J. Hewitt

**Core Faculty**

C. Brett, E. Campbell, I. Esmonde, A. Gagne, G. Gini-Newman, J. Hewitt, C. Kosnik, C. Marks Krpan, D. McDougall, D. Montemurro, R. Simon, S. Stagg-Peterson, L. Stewart Rose

The Teaching program is two years of full-time study leading to a Master of Teaching (MT) degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions or the intermediate and senior divisions of Ontario schools.

The Teaching program offers students a unique educational opportunity which combines teacher qualification with advanced study of educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum, human development,

CTL7004H Practice Teaching (Year 1)  
CTL7006H Reflective Teaching and Inquiry into Research in Education  
CTL7011H Child and Adolescent Development  
CTL7014H Fundamentals of Teaching

CTL7099Y Master of Teaching Research Project (**NOTE:** CTL7099Y is a project course; there are no classes to attend. Students will normally add CTL7099Y in May at the end of their first year in the Teaching program.)

#### Second Year Core Courses

CTL7005H Practice Teaching (Year 2)  
CTL7007H Authentic Assessment  
CTL7008H Introduction to Special Education and Adaptive Instruction  
CTL7009H Anti-Discriminatory Education  
CTL7010H Issues in Numeracy and Literacy  
CTL7013H Arts in Education  
CTL7015H From Student to Professional  
CTL7016H Integrating Technology

## Junior/Intermediate Concentration

#### First Year Core Courses

CTL7000H Curriculum and Teaching in Literacy  
CTL7001H Educational Professionalism, Ethics and the Law  
CTL7002H Curriculum and Teaching in Mathematics  
CTL7003H Curriculum and Teaching in Social Studies and Science  
CTL7004H Practice Teaching (Year 1)  
CTL7006H Reflective Teaching and Inquiry into Research in Education  
CTL7011H Child and Adolescent Development  
CTL7014H Fundamentals of Teaching

CTL7099Y Master of Teaching Research Project (**NOTE:** CTL7099Y is a project course; there are no classes to attend. Students will normally add CTL7099Y in May at the end of their first year in the Teaching program.)

#### Second Year Core Courses

CTL7005H Practice Teaching (Year 2)  
CTL7007H Authentic Assessment  
CTL7008H Introduction to Special Education and Adaptive Instruction  
CTL7009H Anti-Discriminatory Education  
CTL7010H Issues in Numeracy and Literacy  
CTL7013H Arts in Education  
CTL7015H From Student to Professional  
CTL7016H Integrating Technology

**In year 1, the Junior/Intermediate concentration students will take an additional course in one teaching subject from the following list:**

#### Dramatic Arts

Prerequisites: No prerequisites are required

#### English

Prerequisites: Three full university courses in English

#### French (Second Language)

Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

#### Geography

Prerequisites: Three full university courses in Geography

#### Health and Physical Education

Prerequisites: No prerequisites are required

#### History

Prerequisites: Three full university courses in History

#### Mathematics

Prerequisites: Three full university courses in Mathematics

#### Music - Instrumental

Prerequisites: Three full university courses in Instrumental Music. Consideration will be given to equivalent field experience and/or related post-secondary education.

#### Music - Vocal

Prerequisites: Three full university courses in Vocal Music. Consideration will be given to equivalent field experience and/or related post-secondary education.

#### Science - General

Prerequisites: Three full university courses in Science

#### Visual Arts

Prerequisites: Three full university courses in Visual Arts. Candidates must have studio-oriented experience. Consideration will be given to equivalent field experience and/or related post-secondary education.

## Intermediate/Senior Concentration

#### First Year Core Courses

CTL7001H Educational Professionalism, Ethics and the Law  
CTL7004H Practice Teaching (Year 1)  
CTL7006H Reflective Teaching and Inquiry into Research in Education  
CTL7007H Authentic Assessment  
CTL7011H Child and Adolescent Development  
CTL7014H Fundamentals of Teaching

CTL7099Y Master of Teaching Research Project (**NOTE:** This is a project course; there are no classes to attend. Students will normally add CTL7099Y in May at the end of their first year in the Teaching program.)

#### Second Year Core Courses

CTL7005H Practice Teaching (Year 2)  
CTL7008H Introduction to Special Education and Adaptive Instruction  
CTL7009H Anti-Discriminatory Education  
CTL7012H Issues in Secondary Education  
CTL7015H From Student to Professional  
CTL7016H Integrating Technology

**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:**

Profession, is provided in the OISE Initial Teacher Education Calendar. This course is offered in the first year of the Teaching program and is in addition to the degree's program requirements.

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

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

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

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

## **CTL1024H Poststructuralism and Education**

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

P. Trifonas

## **CTL1026H Improving Teaching**

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

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

## **CTL1027H Facilitating Reflective Professional Development**

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

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

## **CTL1028H Constructive Feedback in Teaching**

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

Prerequisite: Permission of instructor

NOTE: Students who have previously taken CTL4002H are prohibited from taking this course.  
Staff

## **CTL1029H From Student to Teacher: Professional Induction**

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.

NOTE: Students who have previously taken CTL4004H are prohibited from taking this course  
M. Kooy

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

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

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

## **CTL1032H Knowing and Teaching**

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

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

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

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

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

## **CTL1036H Thoughtful Teaching and Practitioner Inquiry**

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.

NOTE: Students who have previously taken CTL4012 are prohibited from taking this course  
C. Beck, C. Kosnik, Staff

**CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives**

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

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



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

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

M. Beattie

**CTL1106H Spirituality in Education**

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.

J. Miller

**CTL1110H The Holistic Curriculum**

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



**CTL1209H Current Issues in Science and Technology Education**

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

Staff

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

This is an active research-based course in which participants will sharpen 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 appraisal, 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. Class 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.

E. Pedretti, L. Bencze, R. Cohen and W. Gitari

**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 sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.

Staff

**CTL1214H Equity Issues in Science Education**

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.

Staff

**CTL1215H Teaching and Learning about Science and Technology: Beyond Schools**

This course will focus on theoretical and practical perspectives and 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, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-

cultural interpretations of science and technology.

E. Pedretti

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

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

**CTL1220H Sociocultural Theories of Learning**

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

I. Esmonde

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

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

W. Gitari

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

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

Enrolment Limits: 25

E. Pedretti

**CTL1302H Media Studies and Education**

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.

Staff

**CTL1304H Cultural Studies and Education/Études culturelles et éducation**

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

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

Staff, C. Connelly

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

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

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie, Staff

**CTL1307H Identity Construction and Education of**

race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gerin-Lajoie

**CTL1309H Les stéréotypes sexuels dans les programmes scolaires**

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse

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

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

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

Enrolment Limits: 36

R. Sandwell

**CTL1408H History of Education and Society: Selected Topics**

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

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

Enrolment Limits: 25

H.M. Troper & D. Levine

**CTL1423H Families, Schooling and Canadian History, 1840-1970**

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

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

Enrolment Limits: 25

R. Sandwell

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

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

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

Enrolment Limits: 25

R. Sandwell

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

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

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

Enrolment Limits: 25

C. Morgan

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

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of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

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

Enrolment Limits: 25

C. Morgan

#### **CTL1448H Popular Culture and the Social History of Education: II**

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

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

Staff

#### **CTL1454H The Battle Over History Education in Canada**

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

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

Enrolment Limits: 25

R. Sandwell

#### **CTL1460H History and Educational Research [RM]**

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

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

Enrolment Limits: 25

Staff

#### **CTL1602H Introduction to Computers in Education**

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

course be taken early in the student's program.

J. Hewitt, E. Woodruff

#### **CTL1603H Introduction to Knowledge Building**

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

J. Hewitt

#### **CTL1606H Computers in the Curriculum**

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom

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

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

Staff

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

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

Staff

**CTL1799H Special Topics in Curriculum: Master's Level**

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

Staff

**CTL1801H Action Research and Professional Practice [RM]**

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

K. Broad, Staff

**CTL1808H Curriculum Innovation in Teacher Education**

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

K. Broad, Staff

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

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

Prerequisite: Permission of instructor

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

M. Beattie

**CTL1810H Qualitative Research in Curriculum and Teaching [RM]**

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

**CTL1817H Current Issues in Teacher Education**

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

C. Kosnik

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

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

R. Gaztambide-Fernandez

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

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

**CTL1844H Seminar in Evaluation Problems [RM]**

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

Prerequisite: CTL1843 (previously CTL2803) or equivalent.

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

NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be



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

The proseminar half-course will be organized into three-hour sessions. These sessions will often involve two parts, which may be organized in any order from week to week. First, some classes will feature a member of the CSTD faculty who will be asked to introduce her or his research to the students and to speak to the question of how her or his work is situated within curriculum studies. Invited faculty will be able to choose one or two readings for that week, in order to give students an introduction to their work prior to the class. Second, each class session will focus on a topic of interest to doctoral students related to academic work in general and doctoral work in particular. The course will introduce students to the details of being a PhD student in CSTD and will provide a forum for exchanging resources and ideas among students. In tandem, the proseminar will provide students with an introduction to academic life in general, including issues such as conferences, publications, teaching experience, academic job markets, etc.

Enrollment Limits: 25

T. Goldstein, R. Gaztambide-Fernandez, staff

**CTL1921H Knowledge Building Environments**

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.

M. Scardamalia

**CTL1923H Mobile and Ubiquitous Computing in Education**

Leading edge computer technologies that support mobile and ubiquitous knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings.

E. Woodruff and Staff

**CTL1997H Practicum in Curriculum: Doctoral Level**

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

Staff

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

Course description same as CTL1798.

Staff

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

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

Staff

**PLEASE NOTE:**

1) The following literacy in education courses now listed under the Language and Literacies in Education (LLE) program section of the Bulletin were formerly listed as Curriculum Studies and Teacher Education (CSTD) courses:

CTL3027H Curriculum Development for Effective Teaching /

Planification de la programmation pour un enseignement efficace

CTL3028H Language Arts in Primary Education

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

CTL3030H Theory and Practice in Elementary Literacy Instruction

CTL3031H Children's Literature Within a Multicultural Context

CTL3032H Teaching Writing in the Classroom

CTL3033H Advanced Seminar in Language and Learning: Theory and Practice

2) The course CTL3034H New Literacies: Making Multiple Meanings, is cross-listed between LLE and CSTD and will therefore also count towards CSTD program requirements.

**Language and Literacies Education Program Courses**

**CTL3000H Foundation for Bilingual and Multicultural Education**

Foundation course for the Language and Literacies Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice. Registration preference given to LLE students.

E. Piccardo, J. Cummins, Staff

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

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in language and literacies learning and teaching.

Staff

**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.

K. Rehner, J. Kerekes, Staff

**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

understanding of works conducted in this field, the way in which they are developing and the problems they face. There will be an emphasis on practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

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

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

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

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

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

A. Cumming, S. Lapkin, Staff

#### **CTL3024H Language Teacher Education**

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education. Consideration will be given to the es autain

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

This course is designed to acquaint teachers with a broad spectrum of literature for children and young adults and to explore ways in which children's literature can enhance students' literacy and content learning across the curriculum. Please note that this course involves extensive online discussion, as well as face-to-face meetings, and a storytelling

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

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

Exclusion: Students who previously completed HSJ1410H are prohibited from taking this course.

Enrolment Limits: 25

**CTL3797H Practicum in Language and Literacies Education: Master's Level**

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

Staff

**CTL3798H Individual Reading and Research in Language and Literacies Education: Master's Level**

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

Staff

**CTL3799H Special Topics in Language and Literacies Education Program: Master's Level**

A course designed to permit the study (in a formal class setting) of specific areas of language and literacies education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)

Staff

**CTL3800H Second Language Classroom Research**

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.

N. Spada, Staff

**CTL3805H Multilingualism and plurilingualism**

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

Exclusion: CTL3799H Multilingualism and plurilingualism

Enrolment Limits: 25

E. Piccardo

**CTL3806H Sociocultural Theory and Second Language Learning**

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they

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

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

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

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfill the purpose of CTL3998, which is normally conducted on a tutorial basis.)  
Staff

**JHC1251H Reading in a Second Language**

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

E. Geva

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

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

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

M. Heller

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

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

**JTE3803H Ethnographic Research in the Language Disciplines**

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

J. Kerekes, M. Heller, T. Goldstein

**Teaching Program Courses**

**CTL7000H Curriculum and Teaching in Literacy**

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the Teaching program.  
Staff

success.

**CTL7003H Curriculum and Teaching in Social Studies and Science**

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

**CTL7004H Practicum in Schools (Year 1) - P/F**

This first year course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Teacher candidates are placed in partnership schools in public and separate school systems and in other settings that use the Ontario curriculum. Teacher Candidates are under the joint supervision of a field teacher on site and an academic staff member at OISE. The teacher candidates will have one placement in each of their divisions. This course is normally open only to students in the Teaching program.  
Staff

**CTL7005H Practice Teaching (Year 2) - P/F**

In this second year course, teacher candidates are placed in partnership

# Curriculum, Teaching and Learning

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## **CTL7013H Arts in Education**

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

## **CTL7014H Fundamentals of Teaching**

This course will explore the complexity of schools and place of the school in the community. Practical issues around lesson planning, unit planning, classroom management, and the class as a community are addressed. This course provides a practical and conceptual introduction to the teaching of students and will introduce student teachers to many of the philosophies, methods, and materials relevant to teaching. It provides opportunities to develop an understanding of the process of becoming a teacher, insight into the role of ethics in research, and to acquire the skills and attitudes to be a thoughtful and reflective practitioner. In these respects, this course enables the student teacher to build a foundation for continuing professional growth as an individual and as a member of the teaching community. This course is normally open only to students in the Teaching program.  
Staff

## **CTL7015H From Student to Professional**

This course is paired with the 2nd year Practicum course (CTL7005H), and serves as a bridge between academic course work and practical experience. This course therefore attends to both theory and practice. Course goals include strengthening instructional skills, building a repertoire of teaching strategies, deepening understanding of the complexities of teaching/learning, and refining a vision of teaching. This course is designed to prepare the teacher candidate for a professional teaching/education career, whether that be employment in the public or non-traditional setting and/or post-graduate studies. This course is normally open only to students in the Teaching program.  
Staff

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

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific education need (of students, teacher, curriculum objectives or subject area) that computer technology can meet. This course is normally open only to students in the Teaching program.  
Staff

## **CTL7020Y Curriculum and Teaching in English - Intermediate/Senior**

This course will introduce candidates to the methodologies and issues relevant to teaching English in Ontario in the Intermediate and Senior divisions (Grades 7-12). Written, visual and virtual texts such as literature, media and technology define the content. 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 skill requirements in English/Language Arts will be linked to Ontario Ministry of Education guidelines. This course is normally open only to students in the Teaching program.

Staff

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

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

Staff

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

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

Staff

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

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

Staff

## **CTL7099Y Major Research Paper**

The Master of Teaching Research Project is designed to provide a deeper exploration of the interrelationships between educational theory, research, and practice. The overarching goal of this project is to engage students in an in-depth analysis of issues related to curriculum, teaching, and learning through systematic research. The MTRP has value both for students who are intending to pursue a career in classroom teaching, and for students who are planning to pursue doctoral studies. The Project involves the identification of a research problem, a literature review, data collection, data analysis, the construction of a formal report, which is published in a public online repository, and a formal presentation. As part of this process, students develop a variety of research-related skills, including the ability to formulate effective research questions, conduct interviews, review the academic and professional literatures, analyze data, and present research findings.

NOTE: Course will be offered effective Summer 2014. Students will



normally add

## Chair of the Department

### **Tony C. Chambers, EdD (Florida)**

Associate Professor and Director, Centre for the Study of Students in Postsecondary Education, OISE  
*(student learning, development and success; student engagement; the public purposes of higher education)*

## Associate Chair of the Department

### **Nina Bascia, PhD (Stanford)**

Professor and Director, Collaborative Educational Policy Program  
*(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)*

## Adult Education and Community Development Program Faculty

### **Bonnie Burstow, PhD (Toronto)**

Senior Lecturer  
*(qualitative research; institutional ethnography; social movement theory; anarchist theory and practice, building the commons, critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; community organizing in solidarity work; use of the arts in community organizing with disenfranchised groups; the social movements of disenfranchised populations –psychiatric survivors, prisoners, people who are homeless, nonprescription drugs users, undocumented people, and sex trade workers; popular education, and political theatre, including theatre of the oppressed, theatre for development, and theatre for living)*

### **Jamie Magnusson, PhD (Manitoba)**

Associate Professor and Program Coordinator  
*(marxist feminist/anti-racist perspectives, women and poverty, sex trade workers, queer interventions, decolonizing pedagogies, social movements, building healthier communities, qigong and anti-violence work, the financialized global economy: precarity, dispossession, and the political economy of permanent war, higher education and politics of knowledge)*

### **Angela Miles, PhD (Toronto)**

Professor  
*(feminist theory; women's human rights; critical theory; social movements; globalization and local & global resistance; community education, development and change; alternative development paradigms; gift economies)*

### **Kiran Mirchandani, PhD (McGill)**

Professor  
*(work, learning and social change; gendered/racialized processes in work settings; transnationalism; critical perspectives on organizations; globalization and economic restructuring; service work; learning for the global economy; skilled migrants)*

### **Shahrzad Mojab, PhD (Illinois)**

Professor  
*(Marxist-feminism and anti-racism pedagogy; educational policy studies; comparative and international adult education; women, war, violence and learning; migration, work, and transnationalism; adult education and theories of post-colonialism and capitalism; adult education and revolutionary movements; (in)security and youth; memory, memoirs, and the arts)*

### **Karen Mundy, PhD (Toronto)**

Professor and Canada Research Chair. Associate Dean Research  
*(international and comparative education; sociology of education;*

*education policy in developing countries; education in Africa; literacy and adult education; global governance in education)*

### **Jack Quarter, PhD (Toronto)**

Professor and Co-Director, Social Economy Centre  
*(nonprofits and co-operatives within a social economy framework; Projects: the impact of social-purpose enterprises on socially marginalized groups; the potential interchangeability of volunteers and paid labour in nonprofit organizations; mapping and conceptualizing the social economy; co-operatives and credit unions; Interests: the social economy, community development, and workplace and economic democracy)*

### **Jean-Paul Restoule, PhD (Toronto)**

Associate Professor  
*(Aboriginal education, indigenous knowledge, ethics and methodologies, media and cultural representation, cultural studies, cultural identity development)*

### **Peter Sawchuk, PhD (Toronto)**

Associate Professor  
*(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory; Marxist theory)*

## Educational Administration Program Faculty

### **Stephen Anderson, PhD (Toronto)**

Professor  
*(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)*

### **Carol Campbell, PhD (Strathclyde)**

Associate Professor  
*(connecting research, policy and practice; large-scale educational change; leadership; professional capacity; student achievement and equity)*

### **Ruth Childs, PhD (North Carolina)**

Associate Professor  
*(educational assessment; psychometric methodology; research methods; program evaluation)*

### **Joseph Flessa, PhD (California, Berkeley)**

Associate Professor and Program Coordinator; Acting Director, Centre for Urban Schooling  
*(urban educational policy, politics, and reform; principals and other leadership roles; school/community connections; social and educational inequalities)*

### **Jane Gaskell, EdD (Harvard)**

Professor  
*(sociology of education, policy analysis, feminism, secondary education)*

### **Reva Joshee, PhD (British Columbia)**

Associate Professor  
*(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)*

### **Ann E. Lopez, PhD (Toronto)**

Lecturer and Academic Director, Initial Teacher Education  
*(teacher education; social justice and equity in schools; culturally responsive pedagogy; inclusive curriculum; educational administration and leadership)*



Associated Member, LHAE

(student learning and development; quality; accountability; organizational effectiveness, strategic planning; organizational change)

**John G. Dimond, PhD (Toronto)**

Secretary Emeritus, The Governing Council, University of Toronto  
(*governance; faculty and executive recruitment*)

**Mario O. D'Souza, PhD (Toronto)**

Dean of Theology and Basilian Fathers Chair in Religion and Education,  
University of St. Michael's College  
(philosophy of education; culture; religion and leadership; hermeneutics  
and adulthood)

**Adam Dubrowski, PhD (Waterloo)**

Assistant Professor, cross-appointed from Wilson Centre for Research in  
Education, Faculty of Medicine  
(*surgical training; eyecare, education and support*)

**Jason Frank, MD (Ottawa), MA (Toronto)**

Assistant Professor, Faculty of Medicine, University of Ottawa  
(*health science labour planning, evaluation*)

**Risa Freeman, MD, MEd (Toronto)**

Associate Professor, Department of Family and Community Medicine,  
Faculty of Medicine  
(*medical education, curricula and planning, evaluation and assessment,  
faculty development*)

**Roy F. Giroux, PhD (Wayne State)**

Vice President - Emeritus, Humber College of Applied Arts and  
Technology  
(*administration of the community college; the community college; student  
development; leadership*)

**Robert A. Gordon, EdD (Massachusetts)**

President Emeritus, Humber College Institute of Technology and  
Advanced Learning  
(*the community college, leadership and administration in higher  
education*)

**Michael J. Hatton, PhD (Toronto)**

Vice President, Academic, Humber College of Applied Arts and  
Technology  
(*the community college*)

**Robert Hilliard, EdD (Toronto)**

Professor, Paediatrics, Hospital for Sick Children and the University of  
Toronto

*(Canadian higher education; public policy formation)*

**Dennis Raphael, PhD (Toronto)**

Associate Professor, Health Policy and Management, York University  
*(health effects of income inequality and poverty; the quality of life of communities and individuals)*

**Scott Reeves, PhD (City University, London)**

Associate Professor, The Wilson Centre, Faculty of Medicine  
*(inter-professional practice, training, and collaboration)*

**Dorothy Goldin Rosenberg, PhD (Toronto)**

Associated Instructor  
*(transformative higher education and feminist activism for sustainability)*

**Souraya Sidani, PhD (Arizona)**

Professor, Faculty of Nursing  
*(evaluation of interventions; research methods; measuring clinical effectiveness)*

**Nicole Woods, PhD (McMaster)**

Lecturer, Department of Surgery, Faculty of Medicine  
*(learning and memory; applied cognition; medical education)*

**Stacey J. Young, PhD (Toronto)**

Policy Analyst, Ontario Ministry of Training, Colleges and Universities  
*(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)*

**Veronica Wadey, MDC (Calgary)**

Assistant Professor, Department of Surgery, Faculty of Medicine

**Members Emeriti**

Sandra Acker, PhD (Chicago)  
Eileen Antone, EdD (Toronto)  
Ardra Cole, EdD (Toronto)  
John E. Davis, PhD (Toronto)  
Peter Gamlin, PhD (Cornell)  
Edward S. Hickcox, EdD (Cornell)  
David Hunt, PhD (Ohio State)  
Nancy Jackson, PhD (British Columbia)  
Marilyn Laiken, PhD (Toronto)  
Stephen B. Lawton, PhD (California, Berkeley)  
Kenneth A. Leithwood, PhD (Toronto)  
Daniel W. Lang, PhD (Toronto)  
Keith McLeod, PhD (Toronto)  
Solveiga Mieziitis, PhD (Toronto)  
Donald F. Musella, EdD (State University of New York at Albany)  
Edmund V. O'Sullivan, PhD (Syracuse)  
Susan Padro, PhD (Florida State)  
Wayne Seller, MEd (Lakehead)  
Michael Skolnik, BPhil (Oxford)  
Allen M. Tough, PhD (Chicago)  
Suzanne Stiegelbauer, PhD (Texas)  
Richard G. Townsend, PhD (Chicago)  
Cicely Watson, PhD (Harvard)

**Leadership, Higher and Adult Education**

**For information about registration**, contact your liaison officer in the Registrar's Office, Graduate Studies Registration Unit, Room 4-485:

Taleah Clarke, Liaison Officer, (Last name A-F)  
Telephone: 416-978-1636  
E-mail: [taleah.clarke@utoronto.ca](mailto:taleah.clarke@utoronto.ca)

Linda Pereira, Liaison Officer, (Last name G-M)  
Telephone: 416-978-1657  
E-mail: [linda.pereira@utoronto.ca](mailto:linda.pereira@utoronto.ca)

Ruth Rogers, Liaison Officer, (Last name N-Z)  
Telephone: 416-978-1654  
E-mail: [ruth.rogers@utoronto.ca](mailto:ruth.rogers@utoronto.ca)

## **Contact and Address**

Web: [www.oise.utoronto.ca/lhae](http://www.oise.utoronto.ca/lhae)  
Telephone: 416-978-1150  
Fax: 416-926-4741  
E-mail: [lhae.oise@utoronto.ca](mailto:lhae.oise@utoronto.ca)

Department of Leadership, Higher and Adult Education (LHAE)  
The Ontario Institute for Studies in Education (OISE)  
University of Toronto  
6th and 7th floors, 252 Bloor Street West  
Toronto, Ontario M5S 1V6  
Canada

**Adult Education & Community Development Program**

# **Adult Education & Community Development Program**

The Adult Education and Community Development (AECD) Program is one of the largest and most respected graduate programs in its field. The

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

## Master of Arts

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

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

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

## Doctor of Philosophy

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

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

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

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

### Further Information is available from:

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

## Centres

The following research centres are based in the Department:

- **Comparative, International and Development Education Centre**
- **Transformative Learning Centre**

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

- **Centre for Integrative Anti-Racism Studies**
- **Social Economy Centre**
- **Centre for the Study of Education and Work**
- **Centre for Women's Studies in Education**

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

### Program Co-Directors:

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

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

Location: 252 Bloor Street West, Room 7-107

it, moving together towards our collective visions by developing viable alternatives that recognize the limitations and possibilities (especially the possibilities!) of each particular context.

## **Interdepartmental Research Areas**

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

### **Aboriginal Education**

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

#### **Participating faculty:**

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

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

Jean-Paul Restoule

Telephone: 416-978-0806

E-mail: [jeanpaul.restoule@utoronto.ca](mailto:jeanpaul.restoule@utoronto.ca)

### **Transformative Learning**

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

### **Learning and Work**

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work and workplace life across a wide range of sectors and settings: public, private, business, industry, not-for-profit, and community enterprises. Relevant research is being done by all faculty in this stream, and in two large research



students in two broad themes: a transformative analysis of the workplace and an examination of alternative approaches to workplace design.

The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the changing meanings of work; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

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

### **Educational Administration Program**

**OR**

**Option IV** which is comprised of:

a. four required courses

LHA1004H Introduction to Research Literacy in Educational Administration [RM]

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

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

LHA1050H - Themes and Issues in Policy, Leadership, Change, and Diversity;

**NOTE:** LHA1004H, LHA1040H and LHA1041H should preferably be the first courses taken in the student's program of study. LHA1050H should normally be taken as the final course in the student's program.

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

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

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

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an

of which should come from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

## Regular EdD Stream

The Regular EdD Stream in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring Educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The EdD degree may be commenced full-time or part-time. However, a minimum of one year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed. Most courses are scheduled in the evening to accommodate students who are working full time.

## Degree Requirements

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

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

A student's program of study will begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Students are responsible for meeting all of the degree requirements as outlined in this Bulletin, unless changes are approved in writing by the doctoral Program Coordinator.

### Further information on doctoral programs is available from:

Jim Ryan  
Telephone: 416-978-1152  
E-mail: jim.ryan@utoronto.ca

## Cohort-Based Stream

The EdD Cohort-Based Stream in Educational Administration is intended to develop highly competent leaders for senior administrative positions in school systems, colleges, universities, and other educational institutions (such as the Ministry of Education). The program is specifically designed to help working professional educators develop the intellectual and research skills to refine their practice as leaders in school systems and in post-secondary education. Students in this program have the opportunity

to undertake a significant academic accomplishment while continuing to work at their current roles.

The focus of the program is on advanced, theory-informed, professional practice. Reflective practice is used as the lens through which advanced theory and research on policy, leadership, change, and social diversity are applied to practical administrative problems. The program is designed to satisfy the needs of leaders who recognize the need for further professional inquiry and analysis to deal with the increasing complexity of problems related to the operation of educational organizations. Through their studies in this program, students will seek to understand theory, make research-informed decisions, examine their own practice, critically evaluate policy, and engage others in collaborative endeavours to improve student learning.

Students in this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Students should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

The Cohort-Based Stream will take applications every three or four years. A minimum of one year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

Key aspects of this EdD program option include the following:

**Cohort:** The program is cohort-based in order to encourage the development of networking and communication skills, to build a collegial community of practice and quality connections between students and faculty.

**Sequence:** In order to support the cohort model, there is a specified sequence to the required courses.

**Practice:** The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

**Research:** This program encourages students to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

## Degree Requirements

A minimum of one year of full-time study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

The EdD degree program is organized into five complementary components:

- EdD core courses are six mandatory half courses:
  - LHA3025H Personal and Professional Values of Educational Leadership (examines the personal and professional values and ethics of educational decision-making and policy)
  - LHA3040H Administrative Theory and Educational Problems I: People and Power in Organizations (applies theory and research to problems of people, power, and policy in organizations)
  - LHA3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education (examines the content, development, and significance of educational policy)
  - LHA3042H Field Research in Educational Administration (a field research course where students examine methods of field research, action research and case studies in educational administration)
  - LHA3044H Internship/Practicum in Educational Administration (there are three options –all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and

work with a mentor/mentee)

LHA3047H Research Seminar on Research in Authentic Settings

(the focus is as a participant in (theblS. Research Seminar on Research in Authentic Settin 1 46 71h)

# Degrees

## Master of Education

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

### Degree Requirements

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

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

## **Doctor of Philosophy**

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

Applicants who hold an MEd or other non-thesis master's degree must submit written evidence of their ability to define a research question or

broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches. It is required that all Master's students include either LHA1100H (previously AEC1100H) or LHA1102H (previously AEC1102H) in their program of study.

J. Quarter, S. Ryan

**LHA1103H Introduction to Research Methods in Adult Education  
[RM]**

This course provides an introduction to quantitative and qualitative research methods and theoretical perspectives. It is designed as an

including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism. Permission of Instructor is required to enrol. Failure to contact the instructor for a screening interview well in advance (at [bonnie.burstow@utoronto.ca](mailto:bonnie.burstow@utoronto.ca)) may result in not being able to take the course.

B. Burstow

#### **LHA1112H Narrative as a Vehicle for Personal Change**

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an indepth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.

Staff

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

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



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

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

**LHA1146H Women, War, and Learning**

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. The theoretical approach in this course is anti-racist and anti-imperialist feminism.

S. Mojab

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

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

**LHA1150H Critical Perspectives on Organization Theory, Development and Practice**

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

K. Mirchandani or Staff

**LHA1152H Individual Reading and Research in Adult Education: Master's Level**

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

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

Staff

**LHA1156H Power and Difference in Teams and Small Groups**

Drawing on recent feminist and anti-racist scholarship, this course will analyze ways in which power and difference are enacted in contemporary workplaces. Students will explore how individual workers navigate the hierarchies they encounter in their workplaces as well as strategies of decolonization which challenge systemic forms of exclusion. The course will include case studies of migrant workers, foreeddu formll ichO womPy

**LHA1181H Embodied Learning and Qi Gong**

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

Staff

**LHA1182H Nonprofits, Co-operatives and the Social Economy**

This course discusses critical issues facing nonprofits, co-operatives, and the social economy, which is a bridging concept for organizations pursuing a social purpose. The course examines the differing organizational forms and accountability structures and the challenges faced by these organizations. Issues to be considered are: volunteering and how it can be valued; social enterprises and their increasing prominence in an age of government retrenchment; community economic development in low-income communities; and civil society organizations and their functions in encouraging social engagement and challenging social norms. The course views the social economy in relation to the government and business sectors, and attempts to understand the multiple roles of organizations in the social economy as they interact with the rest of society. The course materials include innovative case studies and adult education materials.

J. Quarter, S. Ryan

**LHA1183H Master's Research Seminar**

This seminar is designed to support Master's students in the process of writing a thesis or a substantial research paper. Issues to be discussed

**LHA1190H Community Healing and Peacebuilding**

This course will examine issues faced by individuals, groups and communities trapped in ongoing cycles of violence due to historic and current traumas, and systemic injustice. The course will focus on healing and peacebuilding initiatives at the community level and will draw on diverse cultural traditions. The course will acquaint students with current theoretical concepts of community healing and peacebuilding.

Participants will also develop skills, values and attitudes that will enable them to work towards healing, reconciliation, and comprehensive, viable peace. The notion of praxis is key, and students will be given the opportunity to reflect on their own practice. InterChange: International Institute for Community-Based Peacebuilding, of which the course instructor is a founder and director, will provide a useful framework for inquiry, as well as opportunities for student exchanges, research projects and practicums.

Staff

**LHA1191H Master's Research Support Seminar**

**LHA3102H Doctoral Thesis Seminar (Pass/Fail)**

This seminar is designed for first or second year doctoral students. It will explore key elements of the doctoral studies journey: crafting a

World Trade Organization; and transnational advocacy and NGO networks in education.

Prerequisite: CIE1001H

K. Mundy

### **LHA3181H Feminist Standpoints: Critical and Post-Structural Approaches**

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, ableism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interests. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, anti-colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.

A.R. Miles

### **LHA3182H Citizenship Learning and Participatory Democracy**

This seminar focuses on the connections between lifelong citizenship learning and participatory democracy. We start by analyzing theoretical debates on citizenship, democracy, governance, and political participation, and the implications of these theories for the study and the practice of citizenship education, on the one hand, and of participatory democracy, on the other. Next, we review key prior research findings on citizenship learning (in formal, nonformal and informal settings), and will examine different models of citizenship education, looking at their purposes, methods, contents and impact. With this background, we identify and interpret our own experiences of lifelong and lifewide civic and political learning. In the second part of the course, we concentrate on the pedagogical dimensions of experimental designs of participatory democracy, with a focus on participatory budgeting. We analyze selected Canadian and international case studies of participatory budgeting, and discuss new experiments like legislative theatre and children's participatory budgeting. Throughout the course, the study of lifelong learning and democratic citizenship is related to discussions about the state, the market and civil society, global-local dynamics, inequalities, power, social reproduction and social change. The course includes a variety of formats (class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings).

Staff

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

This course teaches institutional ethnography (IE), a powerful method of social analysis for marginalized people in our society developed by feminist sociologist, Dorothy E. Smith, Professor Emerita at OISE/UT. IE begins with people's everyday experiences, and provides a way of exploring how ruling relations shape their experiences and practices. The course begins with the epistemology and theoretical traditions that inform IE, discusses IE's core concepts and procedures, examines the major tools associated with IE, and provides opportunities for practice. Explorations will include, but will not be limited to, textual analysis; the overlapping relations of gender, race, class and other axes of difference in organizations; and the enactment of power in international

**CIE1001H Introduction to Comparative, International and Development Education**

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

K. Mundy, V. Masemann & Staff

**CIE1002H Practicum in Comparative, International and Development Education**

Supervised experience in an organizational setting related to comparative, international, and development education, under the direction of a CIDE faculty and a professional mentor. The practicum will include not fewer than 40 hours of field placement over a period of one semester. There will be three assignments: 1) Development of a proposal that includes main learning goals, identification of a field site, and selection of a field based mentor; 2) Completion of the practicum itself (40 hours of on-site work); 3) A final "portfolio" assignment that should include some combination of a short reflection paper on knowledge gained during the practicum, and evidence of any work completed during the practicum itself. The practicum is intended to provide students with practical experience and an opportunity to apply skills and knowledge gained from participation in the Comparative, International and Development Education Collaborative program. Arrangements for the practicum placement and selection of a CIDE supervisor are the responsibility of the individual student. The course will be open to students who have completed the core CIDE course, CIE1001H, and at least one other CIDE course.

NOTE: Students who have previously taken CTL6797 are prohibited from taking this course

K. Mundy, V. Masemann, Staff

**CIE1005H Special Topics in Comparative, International and Development Education**

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.  
Staff

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

The course aims to: (i) explore national and *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization* drawing on experience and scholarship; (ii) provide opportunities for in depth engagement both with leading scholars acting as faculty and with students from other universities; and (iii) build global professional networks among students and faculty. Students are expected to: (i) engage with key concepts relevant to democratic education such as: democracy, citizenship, human rights, antiracism, discrimination, equalities; (ii) interrogate transnational research and scholarship on *Transnational Perspectives on Democracy, Human Rights and Democratic Education in an Era of Globalization*, using a variety of



**LHA1027H The Search for Educational Quality and Excellence in a Global Economy/La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale**

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éducationnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

Staff

**LHA1029H Special Applications of the Administrative Process**

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following:  
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**LHA1048H Educational Leadership and School Improvement**

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

J. Ryan

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

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

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

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

R. Joshee and Staff

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

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

J.J. Ryan

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

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

R. Childs and Staff

**LHA3044H Internship/Practicum in Educational Administration**

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

Staff

**LHA3045H Educational Policy and Program Evaluation**

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

N. Bascia and R. Childs

**LHA3046H Gender Issues on Educational Leaderships**

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

ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

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

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational

**LHA1802Y Theory in Higher Education**

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.

L. Muzzin

**LHA1803H Recurring Issues in Postsecondary Education**

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

**LHA1804H Issues in Medical/Health Professional Education**

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

Staff

**LHA1805H The Community College**

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

L. Wheelahan

**LHA1806H Systems of Higher Education**

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

G.A. Jones

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

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

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

D.W. Lang

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

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

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

Staff

**LHA1809H Administration of Colleges and Universities**

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.

Staff

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

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.

Staff

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

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

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

D.W. Lang

**LHA1812H Education and the Professions**

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneurial university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

L. Muzzin

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

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise,

**LHA1817H Nurturing Professional Education**

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.

L. Muzzin

**LHA1819H Governance in Higher Education**

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing

**LHA1836H Critical Analysis of Research in Higher Education [RM]**

This course will focus on the critical analysis of interdisciplinary research conducted within the higher education context. Participants will begin with an exploration of the fundamental characteristics and underlying theories of quantitative, qualitative and mixed mode research methodologies, and the strengths and limitations of each in relation to issues relevant to higher education. Building on this foundation, the participants will analyze and critique publications and theses reporting higher education research. Recommendations and implications suggested in these documents will be critiqued with respect to their potential impact on decisions made by organizational leaders with respect to equity issues, policies and procedures. Finally, participants will develop a sound research proposal that could conceivably be conducted within the higher education context.

K. Janzen

**LHA1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing**

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and

**LHA1850H Quantitative Research Process and Design [RM]**

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

T. A. Seifert

**LHA1851H Survey Methodology [RM]**

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

T. A. Seifert

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

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

Staff

**LHA1853H Introduction to Student Services**

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

T. Seifert

**LHA1854H Student Development Theory**

This course examines the origins, present status, challenges and future directions of student development within the context of higher education

APD1216H Psychoeducational Assessment  
LAW384H Intellectual Property  
LHA1107H Developing and Leading High Performing Teams:Theory and Practice  
LHA1114H Comparative and International Perspectives in Adult Education  
LHA1131H Teaching, Learning, and Working in Nonprofit Organizations  
LHA1146H Women, War and Learning  
LHA1181H Embodied Learning and Qi Gong  
LHA3104H Political Economy of Adult Education in Global Perspectives  
LHA3140H Post-Colonial Relations and Transformative Education  
SOC6019H The Sociology of Gender and Work

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

### **Curriculum, Teaching and Learning:**

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education  
CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]  
CTL1809H Narrative and Story in Research and Professional Practice [RM]  
CTL1810H Qualitative Research in Curriculum and Teaching [RM]  
CTL1861H Critical Ethnography [RM]

### **Applied Psychology and Human Development:**

APD1288H Intermediate Statistics and Research Design [RM]  
APD3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

### **Social Justice Education:**

HSJ1905H Qualitative Approaches to Sociological Research in Education [RM]  
HSJ3930H Advanced Seminar on Feminist Methodology and Education [RM]

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

CHL5111H Qualitative Research Methods  
CHL5115H Topics in Qualitative Research

### **Faculty of Nursing, University of Toronto:**

NUR1024H Qualitative Research: Foundations, Methods and Designs

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

CHL5607H Teaching and Learning by the Health Professions: Principles and Theories  
LHA1173H Creativity and Wellness: Learning to Thrive  
LHA1181H Embodied Learning and Qi Gong  
LHA1804H Issues in Medical/Health Professional Education  
LHA1808H Research in Health Professional Education [RM]  
LHA1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions  
LHA1812H Education and the Professions (can be used for regular or health requirement)  
LHA1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education  
LHA1817H Nurturing Professional Education (can be used for regular or health requirement)  
LHA1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing (can be used for regular or health requirement)

## Chair

### Abigail Bakan, PhD (York)

Professor, Chair

*(anti-oppression politics; race, gender, class and citizenship; socialist feminism; UN human rights)*  
abigail.bakan@utoronto.ca

## Associate Chair

### Rinaldo Walcott, PhD (Toronto)

Associate Professor, Chair

*(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)*  
rinaldo.walcott@utoronto.ca

## Graduate Coordinator

### Sherene H. Razack, PhD (Toronto)

Professor

*(critical race studies; feminism; human rights; law; Aboriginal issues; violence; disability studies)*  
sherene.razack@utoronto.ca

## Faculty

### Lauren Bialystok, PhD (Toronto)

Assistant Professor

*(ethics including personal identity, educational ethics, gender identity, feminist theory, and Continental philosophy; health policy and women's health)*  
lauren.bialystok@utoronto.ca

### Megan Boler, PhD (California, Santa Cruz)

Professor

*(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)*  
megan.boler@utoronto.ca

### Eric Bredo, PhD (Stanford)

Professor, cross-appointed to the Department of Leadership, Higher and Adult Education

*(philosophy of education, sociology of education, pragmatism, conceptual issues in educational theory and research, ethical aspects of educational research, policy and practice)*  
eric.bredo@utoronto.ca

### Martin Cannon, PhD (York)

Associate Professor

*(history of the Indian Act and Indian policy; racism and gender inequality; colonialism and decolonization; Indigenous Knowledge in education; social structure and change)*  
martin.cannon@utoronto.ca

### George J. Sefa Dei, PhD (Toronto)

Professor, cross-appointed to the Department of Anthropology, University of Toronto

*(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)*  
george.dei@utoronto.ca

### Diane Farmer, PhD (Toulouse-Le Mirail)

Associate Professor and Center Head of the Franco-Ontarian research centre (CREFO)

*(sociology of education; sociology of childhood; ethnographic school-*

*based research; Pierre Bourdieu; inequities in education; Francophone Studies; French-Language minority schools and immigration; Francophone immigration; school, family and community relations)*  
diane.farmer@utoronto.ca

### Monica Heller, PhD (California, Berkeley)

Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne

*(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)*  
monica.heller@utoronto.ca

### C. Paul Olson, MA (Princeton)

Associate Professor

*(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)*  
paul.olson@utoronto.ca

### John Portelli, PhD (McGill)

Professor, cross-appointed to the Department of Leadership, Higher and Adult Education, and Academic Director, Graduate Education

*(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)*  
john.portelli@utoronto.ca

### Tanya Titchkosky, PhD (York)

Associate Professor

*(disability studies; interpretive methods of social inquiry; feminist and phenomenological theories of the body; sociology of knowledge; contemporary social theory; the meaning of access)*  
tanya.titchkosky@utoronto.ca

### Njoki Nathani Wane, PhD (Toronto)

Professor

*(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)*  
njoki.wane@utoronto.ca

### Terezia Zoric, MA (York)

Senior Lecturer, cross-appointed to the Department of Leadership, Higher and Adult Education

*(school policy; social diversity; equity; teacher education; citizenship)*  
tzoric@oise.utoronto.ca

## Associated Faculty - Social Justice Education

### Jacqui Alexander, PhD (Tufts)

Professor, cross appointed from the Women and Gender Studies Institute, New College, University of Toronto

*(transnationalism, feminism, post-colonialism)*  
jacqui.alexander@utoronto.ca

### Deborah Harrison, PhD (York)

Professor (ret'd) & Adjunct Professor of Sociology, University of New Brunswick (Fredericton)

*(gender & militarism, military families, violence against women, institutional ethnography)*  
harrison@unb.ca

### D. Alissa Trotz, PhD (Cambridge)



Associate Professor, cross-appointed from Women and Gender Studies  
Institute, University of Toronto  
da.trotz@utoronto.ca

## Associated Faculty - History of Education

### **Heidi Bohaker, PhD (Toronto)**

Assistant Professor in Aboriginal History, Department of History  
(*Aboriginal history; Pre-Confederation Canada; ethnohistory*)

### **Elsbeth Brown, PhD (Yale)**

Associate Professor, Department of History Director, Center for Study of  
United States  
(*U.S. social and cultural history; visual culture; consumer culture; gender  
and sexuality*)

### **Franca Iacovetta, PhD (York)**

Professor, Department of History  
(*women and gender; immigrants, minorities, and comparative migration;  
social and labour history and transnational labour militancy*)

### **Eric Jennings, PhD (California, Berkeley)**

Associate Professor, Department of History  
(*French history; history of tourism; history of medicine; history of French  
colonialism [Vietnam, Madagascar]*)

### **Michelle Murphy, PhD (Harvard)**

Associate Professor, Department of History  
(*20th century; gender and race; history of science, technology,  
biopolitics, and medicine; social and cultural theory*)

### **Ian Radforth, PhD (York)**

Professor, Department of History  
(*Canadian social and cultural history*)

### **Elizabeth M. Smyth, EdD (Toronto)**

Professor and Vice-Dean, Programs, School of Graduate Studies  
(*history of education in Canada; in Ontario; history of teachers; gender  
and the history of Canadian education*)

### **Pietr Wrobel, PhD (Warsaw)**

Associate Professor, Department of History  
(*modern central Europe; Poland; national minorities*)

## Associated Faculty - Philosophy of Education

### **Frank Cunningham, PhD (Toronto)**

Professor, Philosophy Department, University of Toronto  
(*political philosophy; philosophy in high schools; philosophy of education*)

### **Mario Di Paolantonio, PhD (Toronto)**

Associate Professor, Faculty of Education, York University  
(*ethics; social memory and pedagogy; legal Commemoration; social and  
political thought; Commemorative pedagogy; philosophy of education*)

### **Mario O. D'Souza, PhD (Toronto)**

Dean, Faculty of Theology, University of St. Michael's College  
(*philosophy of education; Catholic educational theory; culture and  
education*)

### **Elizabeth Gould, DMA (University of Oregon)**

Associate Professor, Faculty of Music, Music Education Division,  
University of Toronto U7.6 Tm /F1 12 Tf (Associate72, DMA (UniverKultryn)Tjuly Morga 616.2 TmJohns Hopkins 8 Tf (Associate Prpartment of History)Tj 1 0 sity of



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

## Master of Education

### Minimum Admission Requirements

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

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

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

- a careful statement of intellectual interests and concerns relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's research interests**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work that demonstrates engagement with social justice in education.

### Program Requirements

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

5 full-course equivalents (Please note that most M.Ed. applicants will be assigned to the this option. See note below re transfer to the following options.)

4 full-course equivalents plus a Major Research Paper (MRP)

3 full-course equivalents plus a thesis

One **required** half-course, **HSJ1903H** (Major Concepts and Issues in Social Justice Education), to be taken in Year 1 (Major Concept

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

Students are **strongly** advised to complete the MEd program by one of three options: 1. 5 full-course equivalents (Please note that most M.Ed. applicants will be assigned to the this option. See note below re transfer to the following options.) 2. 4 full-course equivalents plus a Major Research Paper (MRP) 3. 3 full-course equivalents plus a thesis

may be subject to processing delays or rejection):

- a careful statement of intellectual interests and concerns relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work that demonstrates engagement with social justice education

### Program Requirements

The EdD degree may be pursued on a full-time or part-time basis.

One **required** half-course, **HSJ3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis), to be taken in **year one** of the program.

Students are required to take 3.5 other full-course equivalents (FCEs), of which at least 1.5 FCEs must be Social Justice Education (SJE) program courses (currently prefixed HSJ). Students who are registered in a collaborative program may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

EdD students may begin their studies on a part-time basis. However, they must register full-time for a minimum of two consecutive sessions, not including Summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements, including the thesis, are completed. Full-time EdD students should have formed their thesis committee by the end of their third year of studies; part-time EdD students should have formed their thesis committee by the end of their fourth year of studies.

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

## Doctor of Philosophy/Flexible-time Doctor of Philosophy

The PhD degree program is designed to provide opportunities for advanced study, original research, and theoretical analysis.

### Minimum Admission Requirements

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

Admission to the PhD program requires a University of Toronto MA or MEd 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 **B+ or better** in master's courses.

PhD students who are admitted without sufficient previous study in a humanities, social science, or a cognate discipline may be required to take additional courses.

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

- a careful statement of intellectual interests and concerns relevant to social justice education, as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work that demonstrates engagement with social justice education

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

### Program Requirements

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

Students are required to take 3.0 full-course equivalents (FCEs), including the **required** half-course, **HSJ3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis). Additional courses may be required, and some students may be required to take other specified courses in research methods and/or theory. At least 2.0 FCEs of students' PhD coursework must be taken within SJE. Students who are registered in a collaborative program may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

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

**NOTE:** The **required** half-course, **HSJ3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis) is taken in **year one** of the program. All PhD students **must also successfully complete** the non-credit course **HSJ3903H** (SJE Learning to Succeed in Graduate School [No Credit]).

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

All PhD students must submit a thesis and defend it at a Doctoral Final Oral Examination. The thesis must embody the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must have an approved

History & Philosophy of Education Program

# History & Philosophy of Education Program

**NOTE:** Admissions have **ceased** for the MA, MEd, EdD and PhD degrees in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields and are interested in these areas should now apply to the Social Justice Education program.

There are two Fields of Specialization within the History and Philosophy of Education Program:

- History of Education
- Philosophy of Education

Given the close relationship of these two disciplines within our Program, Philosophy of Education students are normally required to take HSJ1419H, Historiography and the History of Education (or an equivalent approved by the Program Co-ordinator) while History of Education students are normally required to take HSJ1440H, Introduction to the Philosophy of Education (or an equivalent approved by the Program Co-ordinator).

## History of Education Field

### Core Course Requirements

Students in the MA, EdD and PhD degrees with a specialization in History of Education are required to take HSJ1419H unless it (or an equivalent) has been taken previously. Candidates for the MEd degree with a specialization in History of Education are required to take HSJ1460H (History and Educational Research [RM]). All students in the History field are required to take HSJ1440H (Introduction to Philosophy of Education) or an equivalent approved by the Program Coordinator.

### Degrees

The MEd and EdD degrees are intended primarily for educational practitioners while the MA and PhD degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the **MEd Option II**, which requires a major research paper and the **MEd Option IV**, which requires 10 half-courses only. The EdD has a minimum period of full-time study. The MEd and MA may be pursued on a full- or part-time basis. The PhD must be undertaken on a full-time basis.

In addition to the requirements found in Minimum Admission and Degree Requirements section, MA and PhD applicants with this area of interest are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

### Master of Education

**NOTE:** Admissions have **ceased** for the MEd degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program.

The MEd degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). Students enrolled in **Option II** are expected to take at

least four half-courses in History of Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of HSJ1460H (History and Educational Research [RM]) is mandatory in both options.

### Doctor of Education

**NOTE:** Admissions have **ceased** for the EdD degrees in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program.

The EdD degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum EdD degree requirements (for candidates who have a master's degree equivalent to the History of Education MEd or MA) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory EdD seminars (HSJ3490H - EdD Seminar in the History of Education: I, and HSJ3491H - EdD Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All EdD students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

### Master of Arts

**NOTE:** Admissions have **ceased** for the MA degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program.

Qualified applicants who hold a bachelor's degree with high academic standing from a recognized university with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program.

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses.

### Doctor of Philosophy

**NOTE:** Admissions have **ceased** for the PhD degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program.

Qualified applicants with a master's degree with high academic standing

# Social Justice Education

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from a recognized university with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, HSJ1419H (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the PhD Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

All PhD candidates are required to write a comprehensive examination.

## Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci: Feminist Studies; History of Women and the Family in Education; Immigration, Ethnicity, and Multiculturalism in Education; The Origins of Modern Schooling; Theory and Practice of Schooling.

## Philosophy of Education Field

### Degrees

The MEd and EdD degrees are intended primarily for educational practitioners, while the MA and PhD degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the MEd.

In addition to the requirements in the Minimum Admission and Degree Requirements section, MA and PhD applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Given the close relationship of History and Philosophy within our Program, Philosophy of Education students are required to take one course in History (Normally HSJ1419H, Historiography and the History of Education) or an equivalent offered by the History of Education faculty or our Associate Faculty members in History, as approved by the Program Coordinator. Philosophy of Education students are encouraged to enroll in additional courses in History of Education.

### Master of Education

**NOTE:** Admissions have **ceased** for the MEd degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program. Students admitted to the Social Justice Education program must meet SJE program requirements noted above in the SJE program descriptions.

The MEd degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or

**Option IV** (10 half-courses). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of HSJ1440H (An Introduction to Philosophy of Education) and HSJ1419H (Historiography and the History of Education) are mandatory in both options.

### Doctor of Education

**NOTE:** Admissions have **ceased** for the EdD degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program. Students admitted to the Social Justice Education program must meet SJE program requirements noted above in the SJE program descriptions.

The EdD degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum EdD degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education MEd or MA specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All EdD students are required to take a comprehensive examination.

The core requirements include two mandatory EdD seminars (HSJ3480H, EdD Seminar in the Philosophy of Education: II, normally taken during the year of required full-time study, and HSJ1440H, An Introduction to Philosophy of Education, unless it or an equivalent has been taken previously). Also, HSJ1419H, 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

**NOTE:** Admissions have **ceased** for the MA degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program.

Qualified applicants who hold a bachelor's degree with high academic standing from a recognized university with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. This degree requires completion of two core courses: HSJ1440H, Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken), and HSJ1419H, Historiography and the History of Education (or an equivalent approved by the Program Coordinator). Two of the remaining four courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be

substituted for Philosophy of Education courses.

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy.

## Doctor of Philosophy

**NOTE:** *Admissions have **ceased** for the PhD degree in History and Philosophy of Education. Applicants who would normally apply to the History and Philosophy of Education fields should now apply to the Social Justice Education program. Students admitted to the Social Justice Education program must meet SJE program requirements noted above in the SJE program descriptions.*

Qualified applicants with an appropriate master's degree with high academic standing (equivalent to **B+ or better** in master's degree program) from a recognized university (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, HSJ1440H, An Introduction to the Philosophy of Education (unless a course deemed equivalent has already been taken) and HSJ1419H, Historiography and the History of Education (or an equivalent approved by the Program Coordinator) are mandatory. Two of the remaining four courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses.

All PhD candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the PhD.

## Social Justice Education Courses

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### Social Justice Education Courses

#### **HSJ1419H Historiography and the History of Education**

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

**NOTE:** HSJ1419H is compulsory for all students in the MA, EdD, and PhD programs who will be developing a thesis topic in the History of Education.

Staff

#### **HSJ1422H Education and Family Life in the Modern World: I**

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.  
Staff

#### **HSJ1432H Knowledge, Mind, and Subjectivity: Foucault and**

**HSJ1447H Technology in Education: Philosophical Issues**

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology.

Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

M. Boler

**HSJ1452H Individual Reading and Research in the History of**



education (including francophone studies); aesthetics, communication and media studies; and democracy, ethics, disability studies, and social class. The course, which is normally taken in the beginning of a master level program in SJE, will assist students to understand how a multidisciplinary and interdisciplinary approach from the humanities/social sciences perspective that honors social justice education, contrasts with other disciplinary approaches and what this perspective contributes to the examination of major educational concepts and issues. Students will develop an understanding of the central questions, debates, and controversies from diverse intellectual traditions of the humanities and social sciences, and explore multi- and interdisciplinary studies in education, with a focus on history, philosophy, sociology and social justice education.

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

Staff

### **HSJ1905H Qualitative Approaches to Sociological Research in Education [RM]**

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

M. Heller

### **HSJ1906H Integrating Research and Practice in Social Justice Education**

The course will be offered as the final and culminating course for Masters of Education students in SJE who wish to complete a project synthesizing their educational experience with their professional, intellectual, and/or community goals. The students will design, develop and conduct individual or group projects in social justice education. Depending on students' goals and aspirations, projects may include (but are not limited to): a research project similar in form & scope to a Major Research Paper; a substantial literature review; a portfolio; a curriculum unit; a website, blog or digital media project; a policy intervention; a documentation of alternative educational programs or practices; the organization of a media, community or school event; an artistic representation; or a project of the student's design.

Staff

### **HSJ1909H Environmental Sustainability and Social Justice**

The premise on which this course is based is that social equity and environmental sustainability are necessarily and inextricably intertwined. After clarifying key concepts such as environmental justice, we will analyze the current unsustainable way in which Canada as a society, as well as the world as a whole, are organized, including climate change, water and food access and quality, energy generation and consumption, BMO.s, population growth. We will also explore positive examples of how to deal with these issues.

Staff

### **HSJ1911H Sociologie de l'éducation inclusive**

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation inclusive. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'elle soit démodée dans les années 1960.

**HSJ1922H 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



identity and difference; embodiment; narrative; the constitutive structuring of ordinary, agentive, viable, life at their opposites. Orienting to disability as a social accomplishment of everyday life is a way to examine how versions of what counts as human are culturally organized and governed. Made by culture, disability is a key space of practices where we might theorize culture's makings. In this course, we explore social models and theories of disability, so as to develop a critical understanding of disability's appearance in everyday life and to work to open ourselves to question how these new non-medicalized ways of knowing disability might influence pedagogical structures and practices.

T. Titchkosky

#### **HSJ1958H The Cultural Production of the Self as a Problem in Education**

This course explores socio-cultural theories of the self and subjectivity. Turning to interpretive sociology, informed by cultural and disability studies, we will theorize the self as social and as located in educational scenes of its appearance, including its appearance in empirical studies that regard the self as a problem. Through lecture and seminar

**HSJ2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level**

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

Staff

**HSJ2999H Special Topics in Sociological Research in Education**

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

Staff

**HSJ3417H Research Seminar in Feminist Criticism, and Pedagogy**

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

M. Boler

**HSJ3436H Aesthetics and Education**

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.

Staff

**HSJ3452H Individual Reading and Research in the History of Education: Doctoral Level**

Course description same as HSJ1452H.

Staff

**HSJ3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level**

Course description same as HSJ1453H.

Staff

**HSJ3480H EdD Seminar in the Philosophy of Education: I**

This is a required research seminar for EdD candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

**HSJ3481H EdD Seminar in the Philosophy of Education: II**

Course description same as HSJ3480H.

Staff

**HSJ3490H EdD Seminar in the History of Education: 1**

This is a required research seminar for EdD candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

**HSJ3491H EdD Seminar in the History of Education: II**

Course description same as HSJ3490H.

Staff

**HSJ3903H SJE Learning to Succeed in Graduate School (NON-CREDIT)**

This non-credit course is required for all SJE PhD students and open to EdD students. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal, etc. There will be some guest speakers. You must register for this course in order to receive credit.

M. Heller and Staff

**HSJ3904H Advanced Sociological Theory in Education**

This course will explore some of the 'classical' questions and arguments in sociological theory, and some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the sociological applications for grants; how to complete ethical protocols

## **HSJ3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education**

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

Prerequisite: HSJ1922H or permission of instructor  
G.J.S. Dei

## **HSJ3911H Cultural Knowledges, Representation and Colonial Education**

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.

Prerequisite: Masters students need approval of instructor  
N. N. Wane

## **HSJ3912H Race and Knowledge Production: Issues in Research[RM]**

As a qualitative research course for masters and doctoral students who already possess some familiarity with postmodern, feminist and critical race theories, the course will consist of readings that explore the following question: how is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge? How can intellectuals challenge imperialist and racist systems through their research and writing? This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do we as scholars rely on when we undertake research? How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. In part two of the course, we

explore interlocking systems of oppression: how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy. For the third part of the course, we examine how we understand the immigrant's body, the citizen, the migrant and what it means to produce knowledge as a post-colonial scholar.

S. Razack

## **HSJ3915H Franz Fanon and Education**

What accounts for the "Fanon Renaissance"? Why and how is Fanon important to schooling and education today? This upper level graduate seminar will examine the intellectual contributions of Franz Fanon as a leading anti-colonial theorist to the search for genuine educational options and transformative change in contemporary society. The complexity, richness and implications of his ideas for critical learners pursuing a subversive pedagogy for social change are discussed. The course begins with a critical look at Fanon as a philosopher, pedagogue and anti-colonial practitioner. We draw on his myriad intellectual contributions to understanding colonialism and imperial power relations, social movements and the politics of social liberation. Our interest in Fanon will also engage how his ideas about colonialism and its impact on the human psyche help us to understand the process of liberation within the context of contestations over questions of identity and difference, and our pursuit of race, gender, class and sexual politics today. Class discussions will broach such issues as the contexts in which Fanon developed his ideas and thoughts and how these developments subsequently came to shape anti-colonial theory and practice, the limits and possibilities of political ideologies, as well as the theorization of imperialism and spiritual 'dis-embodiment', particularly in Southern contexts. Specific subject matters include Fanon's understanding of violence, nationalism and politics of identity, national liberation and resistance, the 'dialectic of experience', the psychiatry of racism and the psychology of oppression, the limits of revolutionary class politics, and the power of 'dramaturgical vocabulary', and how his ideas continue to make him a major scholarly figure. The course will also situate Fanon in such intellectual currents as Marxism and Neo-marxism, existentialism and psychoanalysis, Negritude, African philosophy and anti-colonialism, drawing out the specific implications for education and schooling.

G.J.S. Dei

## **HSJ3929H Advanced Disability Studies: Interpretive Methods, Interpreted Bodies: Research Methods**

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

T. Titchkosky



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

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

Staff

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

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory -- that to date have encountered one another only rarely and when so, virtually always inadequately. Our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, outcomes and change. The course will emphasize learning as a unified composite of individual and collective human change in relation to socio-cultural and material perspectives primarily, the participatory structures of social movements as well as traditional changes in consciousness, skill and knowledge amongst participants. We will draw on bothj 1 0





**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from their OISE department.

**Further information is available from:**

**Counselling and Clinical Psychology/Counselling Psychology Program**

Lana Stermac

Telephone: 416-978-0722

E-mail: [l.stermac@utoronto.ca](mailto:l.stermac@utoronto.ca)

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

Suite 106, 222 College Street

University of Toronto

Toronto, Ontario M5T 3J1

Telephone: 416-978-0377

Fax: 416-978-4771

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

**Community Development**

## **Community Development**

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's

**Social Work**

SWK4210 Promoting Empowerment

SWK4422 Social Housing and Homelessness

SWK4568 Social Work with Immigrants and Refugees

SWK4651 Community Social Work Practice

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

**Further information is available from:**

**Jack Quarter** (Adult Education and Community Development)

Telephone: 416-978-0820

E-mail: jack.quarter@utoronto.ca

**Suzanne L. Stewart** (Counselling Psychology)

their program requirements; however, the number of required courses does not change (i.e., students must still take two core CIDE and two additional core or elective courses to meet their program requirements)

- Students officially registered in the collaborative program prior to 2005/2006 and who had undertaken CTL6000H Introduction to Comparative, International and Development Education (now CIE1001H) will not be required to retake this course since the former evolved to become the latter in later years. CIDE was previously affiliated with the Curriculum, Teaching and Learning (CTL) department prior to the 2005/2006 academic year.

### **Doctoral Level Program Requirements**

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements, at the Doctoral level include:

0.5 full-course equivalent (FCE) required introduction: CIE1001H *Introduction to Comparative, International and Development Education*, if not already taken, or equivalent if transferring from another university. CIE1001H must be taken in the first year of the full-time student's academic course load, or within the first four courses of the part-time student's academic work. Note that even if CIE1001H (or equivalent if transferring from another university) has previously been taken, the number of required courses does not change (i.e., students must still take two core CIDE and two additional core or elective courses to meet their program requirements).

0.5 FCE core CIDE doctoral-level course

1.0 FCE (equivalent to two half courses) other core CIDE or elective doctoral-level courses

CTL1037H Comparative and Cross-Cultural Perspectives  
 CTL1060H Education and Social Development  
 CTL1312H Democratic Citizenship Education  
 CTL1318H Teaching Conflict and Conflict Resolution: Politics and Practice  
 CTL1319H Religious Education: Comparative and International Perspectives  
 CTL1864H Methodologies for Comparing Educational Systems  
 CTL3015H Seminar in Second-Language Literacy Education  
  
 HSJ1924H Modernization, Development and Education in African Contexts  
 HSJ1927H Global Economic Restructuring –International Migration –Immigration Policies  
 HSJ3911H Cultural Knowledges, Representation and Colonial Education  
  
 LHA1016H School Program Development and Implementation  
 LHA1019H Diversity and the Ethics of Educational Administration  
 LHA1114H Comparative and International Perspectives in Adult Education  
 LHA1146H Women, War and Learning  
 LHA1807H Strategic and Long-Range Planning for Postsecondary Systems  
 LHA1825H Comparative Education: Theory and Methodology  
 LHA1826H Comparative Higher Education  
 LHA3104H Adult Education and Marxism  
 LHA3131H Special Topics in Adult Education  
 LHA3180H Global Governance and Educational Change: the Politics of International Cooperation in Education  
 LHA3182H Citizenship Learning and Participatory Democracy  
 LHA3810H International Academic Relations

#### **Collaborative Program Elective Courses**

The list of CIDE elective courses may change. Please refer to [www.oise.utoronto.ca/cidec](http://www.oise.utoronto.ca/cidec) for the current list.

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development  
 CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum  
 CTL1307H Identity Construction and Education of Minorities  
 CTL1318H Teaching Conflict and Conflict Resolution: Politics and Practice  
 CTL1405H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution  
 CTL1406H The Origins of Modern Schooling II: Problems in Nineteenth- and Twentieth- Century Educational History, Focus on Canada and the U.S.A.  
 CTL1427H History and Commemoration: Canada and Beyond, 1800s–1900s  
 CTL1430H Gendered Colonialisms, Imperialisms and Nationalisms in History  
 CTL1448H Popular Culture and the Social History of Education II  
 CTL1816H Minority Education and Inclusion: Policies in Practice (Doctoral students only)  
 CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices  
 CTL3000H Foundations of Bilingual and Multicultural Education  
 CTL3008H Critical Pedagogy, Language, and Cultural Diversity  
 CTL3015H Seminar in Second-Language Literacy Education  
 CTL3018H Language Planning and Policy  
 CTL3018H Politique et aménagement linguistique  
 CTL3024H Second Language Teacher Education  
 CTL3025H Educational Sociolinguistics  
 CTL3026H Pragmatics in Second Language Education  
 CTL3031H Children's Literature Within a Multicultural Context

CTL3799H Special Topics in Second Language Education: Masters Level  
 CTL3999H Special Topics in Second Language Education: Doctoral Level  
  
 HSJ1420H European Popular Culture and the Social History of Education I  
 HSJ1422H Education and Family Life in the Modern World I  
 HSJ1438H Democratic Approaches to Pedagogy  
 HSJ1447H Technology in Education: Philosophical Issues  
 HSJ1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject  
 HSJ1921Y The Principles of Anti-Racism Education  
 HSJ1922H Sociology of Race and Ethnicity  
 HSJ1925H Indigenous Knowledge and Decolonization: Pedagogical Implications  
 HSJ1926H Race, Space and Citizenship: Research Methods  
 HSJ1956H Social Relations of Cultural Production in Education  
 HSJ2999H Special Topics in Sociological Research in Education  
 HSJ3910H Advanced Seminar on Race and Anti- Racism Research Methodology in Education  
 HSJ3912H Race and Knowledge Production: Research Methods  
 HSJ3915H Frantz Fanon and Education: Pedagogical Possibilities  
 HSJ3933H Globalization and Transnationality: Feminist Perspectives  
  
 LHA1020H Teachers and Educational Change  
 LHA1029H Special Applications of the Administrative Process  
 LHA1041H Educational Administration II: Social and Policy Context of Schooling  
 LHA1047H Managing Changes in Classroom Practice  
 LHA1102H Community Development: Innovative Models  
 LHA1131H Special Topics in Adult Education  
 LHA1145H Participatory Research in the Community and the Workplace  
 LHA1180H

# Collaborative Graduate Degree Programs

**NOTE:** Special Topics courses may be offered by different programs in a particular academic year that have content related to the field of Comparative, International and Development Education. Only the Special Topics course titles listed in the CIDE course list for that particular year can be counted toward the CIDE requirements. In addition, CIDE students may make arrangements for an Individual Reading Course (IRC) with CIDE faculty related to Comparative, International and Development Education. CIDE faculty teaching Special Topics or Individual Reading courses may ask to have their course approved as a CIDE elective course for that year.

See the various departmental pages or websites for Special Topics course offerings each year.

**OR**

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

## Diaspora and Transnational Studies

## Diaspora and Transnational Studies

The Department of Social Justice Education as well as other University of Toronto departments, participates in the Graduate Collaborative Program in Diaspora and Transnational Studies. The Collaborative Master's and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives at the graduate level to augment our already existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the current DTS undergraduate program as well as the many expressions of interest from students keen on thorough graduate training in the field from within Canada and well beyond. The Collaborative Program will be distinctive by being interdisciplinary as well as comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Collaborative Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South. Students must apply to and be admitted to both the Collaborative Program and a graduate degree program of a collaborating unit. Students who complete the program at the Master's level will not be eligible for the program at the Doctoral level.

Programs that participate:

- Department of Anthropology
- Cinema Studies Institute
- Centre for Comparative Literature
- Graduate Centre for Study of Drama
- Department of English
- Department of Geography
- Department of Germanic Languages and Literatures
- Department of History
- Department of Political Science
- Centre for the Study of Religion
- Department of Social Justice Education, OISE
- Department of Sociology
- Department of Spanish, Spanish program
- Women and Gender Studies Institute

**For further information about the program and application process please see:**

Website: [www.utoronto.ca/cdts/graduate.html](http://www.utoronto.ca/cdts/graduate.html)  
(scroll down to "Master's and Doctoral Program" and open the link to "Program Requirements and Application")

## Social Justice Education Contact

Rinaldo Walcott, Associate Professor  
Email: [rinaldo.walcott@utoronto.ca](mailto:rinaldo.walcott@utoronto.ca)

## Educational Policy

## Educational Policy

The graduate units of Applied Psychology and Human Development; Curriculum, Teaching and Learning; Leadership, Higher and Adult Education; and Social Justice Education, all at OISE, participate in this collaborative program. The main objective of this program is to provide students with an understanding of the factors associated with educational policy development and implementation, with particular emphasis on developing theoretical and practical strategies for improving educational processes. This program is associated with MEd, MA, EdD and PhD degrees.

Students who wish to enroll in a collaborative program must apply to and be admitted to both the collaborative program and one of the following graduate programs at OISE: Adult Education and Community Development, Curriculum Studies and Teacher Development, Developmental Psychology and Education, Educational Administration, Higher Education, Social Justice Education, or Language and Literacies Education.

### Participating faculty:

Carl Corter, Esther Geva, Eunice Jang, Michael Perلمان, Katrina Scott and Rick Volpe (APHD); Kathy Bickmore, Alister Cumming, Jim Cummins, Diane Gerin-Lajoie, and Harold Troper (CTL); Nina Bascia, Carol Campbell, Ruth Childs, Joseph Flessa, Glen Jones, Reva Joshee, Jamie Magnusson, Blair Mascal, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Creso Sá, Peter Sawchuk and Tricia Seifert (LHAE); Diane Farmer (SJE).

At the master's level, students must take one required course, LHA3045H Policy and Program Evaluation, and attend semi-weekly policy seminars over a one-year period. At the doctoral level, students must take LHA3045H (if they have not taken it previously at the master's level) as well as LHA3145H Advanced Issues in Educational Policy Analysis and Program Evaluation, and attend semi-weekly policy seminars over a one-year period. Students also will be encouraged to enroll in policy-relevant courses such as the following (Note: not all courses will necessarily be offered every year):

### Masters stream electives:

- LHA1171H Aboriginal Education: Contemporary Policies and Programs
- LHA1189H Workplace Literacies: Theory, Policy and Practice
- APD1211H Psychological Foundations of Early Development and Education
- APD1241H Outcomes of Early Education & Child Care
- APD1259H Child and Family Relationships –Implications for Education
- HSJ1902H Introduction to Sociological Methods in Education
- HSJ1903H Introduction to Sociological Theory in Education
- HSJ1912H Foucault and Research in Education
- HSJ1922H Sociology of Race and Ethnicity
- HSJ1951H School and Community
- HSJ1954H Marginality and the Politics of Resistance
- LHA1018H Political Skill in the Education Arena
- LHA1020H Teachers and Educational Change
- LHA1045H Language Policy Across the Curriculum
- HSJ1428H Immigration and the History of Canadian Education
- HSJ1429H Ethnicity and the History of Canadian Education

### Doctoral stream electives:

- LHA3180H Global Governance and Educational Change: the Politics of

International Cooperation in Education  
CTL3000H Foundations of Bilingual and Multicultural Education  
CTL3008H Critical Pedagogy, Language and Cultural Diversity  
CTL3018H Language Planning and Policy  
HSJ2941H Social Inequality in Education  
HSJ2942H Education and Work  
HSJ2999H Aboriginal Peoples and Citizenship  
JSA5147H Language, Nationalism and Postnationalism

During their graduate studies, students must follow a program of study acceptable to both their home degree program and the Collaborative Educational Policy Program, including grade point average. Students will be registered in both the home program and in the Collaborative Educational Policy Program.

**NOTE:** Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Educational Policy" in addition to the degree from the OISE department.

**Further information is available from:**

Nina Bascia, Department of Leadership, Higher and Adult Education,  
OISE  
Telephone: 416-978-1159  
Email: nina.bascia@utoronto.ca

**Environmental Studies**

## Environmental Studies

OISE and the University of Toronto Centre for Environment collaborate in MEd, MA, EdD, and PhD degree programs in Environmental Studies.

This program is administered in the Departments of Leadership, Higher and Adult Education, and Social Justice Education. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include:

LHA1104H Community Education and Organizing  
LHA1160H Introduction to Transformative Learning Studies  
LHA1193H Adult Education for Sustainability  
LHA1197H The Pedagogy of Food  
ENV1001H Environmental Decision Making (Core Course)  
ENV1002H Case Studies in Canadian Environmental Policy Making  
ENV1410H Analytical Environmental Chemistry  
ENV1444H Capitalist Nature  
ENV1701H Environmental Law  
ENV1703H Water Resources Management  
ENV1704H Risk Analysis and Management  
ENV1705H Corporate Perspectives on the Environment  
ENV1706H Natural Hazards and Natural Disasters  
ENV1707H Environmental Finance and Sustainable Investing  
ENV2000H Topics: Environmental Studies Independent Study  
ENV2002H Special Topics: Environmental Studies  
ENV2501H Pollution Prevention and Control  
JEI1901H Technology, Society and the Environment  
JGE1212H Fate of Contaminants in Land and Water  
JGE1413H Workshop in Environmental Assessment  
JGE1420H Urban Waste Management  
JGN2607H Advanced Techniques in Hydrogeology  
JNC2503H Environmental Pathways  
JPV1201H Politics, Bureaucracy and the Environment  
JVP2147H Environmental Philosophy  
HIS1111H Topics in North American Environmental History  
RLG2019H Religion and the Environment

At the master's level, students take one core and two elective, half-credit courses from the courses listed with the Centre for Environment.

Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at OISE. These courses are to be approved through an Academic Advisor from one of the two participating OISE departments.

The doctoral program of study normally consists of eight half-courses. One core and one elective, half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder normally from the home program.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE department.

**Further information is available from:**  
**Jennifer Sumner ENV10 0 1 iupfes.**

they must complete two half courses in ethnicity, at least one of which should be external to their home department. A thesis must be in the area of ethnicity.

Doctoral students take a compulsory interdisciplinary seminar, JTH 3000H, "Ethnic Relations Theory, Research, and Policy." In addition, they must complete four half courses in ethnicity, at least two of which should be external to their home department; these may include courses taken at the Master's level. When the student's graduate unit requires more than one comprehensive examination, one will be in ethnicity. The thesis must be in the area of ethnicity.

Upon successfully completing the requirements, in addition to a Master's or a Doctoral degree in their disciplines, students receive a specialization noted on their transcripts as "Completed Collaborative Program in Ethnic and Pluralism Studies."

**Further information is available from:**

**Momo Kano Podolsky**

Program Administrator

Telephone: 416-978-4783

E-mail: [ethnic.studies@utoronto.ca](mailto:ethnic.studies@utoronto.ca)

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

**Jeffrey G. Reitz**

Harney Professor and Program Director

Telephone: 416-946-8993

E-mail: [jeffrey.reitz@utoronto.ca](mailto:jeffrey.reitz@utoronto.ca)

**Knowledge Media Design (KMD)**

## **Knowledge Media Design (KMD)**

**Collaborative Program Administrator:** Ana Popa

Location: Faculty of Information, 45 Willcocks St., Rooms 306-312

Telephone: 416-946-8515

E-mail: [program@kmdi.utoronto.ca](mailto:program@kmdi.utoronto.ca)

Websites:

<http://kmdi.utoronto.ca/programs>

<http://hub.kmdi.utoronto.ca/>

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## Admissions Requirements:

Admission to the program is open to all MA and PhD students who are registered in the Department of Applied Psychology and Human Development's Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

**NOTE:** Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE department.

## Degree Requirements:

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the MA degree and at least one full course (or equivalent) for the PhD degree from the list of courses approved by the Program in Neuroscience. APD3286 (Developmental Neurobiology) is a half-course offered by Applied Psychology and Human Development that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

## Further information is available from:

School of Graduate Studies Calendar  
The student's OISE departmental Liaison Officer  
The Program in Neuroscience Office

## Graduate Collaborative Program in Neuroscience

Room 102, Tanz Neuroscience Building  
6 Queen's Park Crescent  
University of Toronto  
Toronto, Ontario M5S 3H2  
Telephone: 416-978-4894  
Fax: 416-978-1878  
E-mail: p.neuroscience@utoronto.ca  
Website: www.utoronto.ca/neurosci

## Sexual Diversity Studies

## Sexual Diversity Studies

The Collaborative Program in Sexual Diversity Studies, offered by the Mark S. Bonham Centre for Sexual Diversity Studies, is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area, many of those who work within it engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

From their home departments, students may take up questions from their own disciplinary or programmatic perspective, but explore it through the theoretical and methodological lens of sexuality studies. Additional program information is available in the *School of Graduate Studies*

*Calendar.*

## Further information is available from:

**APHD Contact** (after admission to the Counselling and Clinical Psychology/Counselling Psychology program): J. Roy Gillis  
**CTL Contact** (after admission to the CSTD program): H. Sykes  
**LHAE Contact:** J. Magnusson  
**SJE Contact** (after admission to the SJE program): R. Walcott

## Mark S. Bonham Centre for Sexual Diversity Studies

Room 251, University College  
15 King's College Circle  
University of Toronto  
Toronto, Ontario M5S 3H7  
Website: www.utoronto.ca/sexualdiversity  
E-mail: sexual.diversity@utoronto.ca  
Telephone: 416-978-6276 (general inquiries)  
Fax: 416-971-2027

## South Asian Studies

## South Asian Studies

The Department of Social Justice Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in South Asian Studies.

The interdisciplinary Collaborative Master's and Doctoral Program in South Asian Studies is designed for students who wish to acquire a nuanced understanding of South Asia as a secondary area of specialization while pursuing graduate studies in another discipline. The focus of this program is necessarily broad in that it provides students with an understanding of ancient and modern history, social change, economic development, contemporary politics, religious traditions, literary culture, and a spectrum of related topics.

The Centre for South Asian Studies, which administers the Collaborative Program, provides a nucleus for the participation of South Asian Studies scholars from across the University. Students will benefit from the physical presence of the Centre and its regular activities of research fora, conferences, and visiting lecturer and scholar programs. In addition, the University's library collection in South Asian studies is the largest in Canada.

Students who successfully complete the requirements of the Collaborative Program will receive the notation "Completed Collaborative Program in South Asian Studies" on their transcript, in addition to the master's or doctoral degree from their graduate unit. All programs of study should be planned in consultation with the program advisor in Social Justice Education.

## Programs that participate

- Anthropology –MA, PhD
- English –MA, PhD
- Geography –MA, PhD
- History –MA, PhD
- Social Justice Education – MA, MEd, EdD, PhD
- Music –MA, PhD
- Political Science –PhD
- Religion –MA, PhD
- Social Work –MSW, PhD
- Women and Gender Studies –MA

## Further information is available from:

www.utoronto.ca/csas/



internationally, with a focus on social change. The Program aims to enrich the education of graduate students through their participation in one core course and one elective course as well as involvement in the dynamic and interdisciplinary Centre for the Study of Education and Work. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and public policy phenomenon. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, marginalized workers, as well as workers embedded within progressive organizational structures; and, they contribute expertise in the areas of social policy, organization development, technological change, industrial relations, labour market analysis and school-to-work transitions.

## Master of Arts (MA) & Master of Education (MEd)

### Admission Requirements

All students interested in participating in the WLSC Collaborative Graduate Program must apply to and be accepted at **both** the departmental level **and** by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a statement of interest which includes:

- relevant personal and/or professional experiences and motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- a brief outline of their proposed research project (for thesis students)
- indication of possible faculty supervisors, if any (for thesis students)

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the WLSC 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 application materials.

Students who are already enrolled in LHAE or SJE will also be allowed to apply to the collaborative program during their course of study.

### Program Requirements

- a. One required half course (WPL1131H)

- b. One elective half course (selected from a list available on [www.oise.utoronto.ca/lhae](http://www.oise.utoronto.ca/lhae))
- c. Thesis students will develop a topic of relevance to the focus of the collaborative program.

## Doctor of Philosophy (PhD)

### Admission Requirements

All students interested in participating in the WLSC Collaborative Graduate Program must apply to and be accepted at **both** the departmental level **and** by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a statement of interest which includes:

- relevant personal and/or professional experiences and motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- 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 WLSC 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

# Collaborative Graduate Degree Programs

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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.

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

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

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

This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytical 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.

## **Interdepartmental Research Areas**

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

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

### **Aboriginal Education**

## **Aboriginal Education**

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

Aboriginal perspectives form the basis of the research area which:

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

Courses are offered at the BEd, MEd, MA, EdD, and PhD levels. Faculty

members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

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

Faculty actively working in this research area are in the departments of Applied Psychology and Human Development (APHD); Curriculum, Teaching and Learning (CTL); Tm di so8



# **The Nature and Development of Literacy**

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

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in

## **Research and Field Activities**

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



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

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

**Directrice** : Diane Farmer

Département : Social Justice Education

Téléphone : 416-978-1978

Télécopieur : 416-926-4714

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

Lieu : 252 rue Bloor Ouest, 6-111

Site internet : [www.oise.utoronto.ca/CREFO/](http://www.oise.utoronto.ca/CREFO/)

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

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

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

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

**Heads**: Njoki Wane

Department: Social Justice Education

Location: 252 Bloor Street West, Room 12-272

Telephone: 416-978-0797

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

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view

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

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

#### Centre for the Study of Education and Work (CSEW)

## Centre for the Study of Education and Work (CSEW)

**Head:** Peter Sawchuk  
**Coordinator:** D'Arcy Martin  
**Department:** Leadership, Higher and Adult Education  
**Location:** 252 Bloor Street West, Room 7-112  
**Telephone:** 416-978-0518  
**E-mail:** [peter.sawchuk@utoronto.ca](mailto:peter.sawchuk@utoronto.ca)

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Leadership, Higher & Adult Education and the Department of Social Justice Education.

Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area.

#### Centre for the Study of Students in Postsecondary Education

## Centre for the Study of Students in Postsecondary Education

**Head:** Tony Chambers  
**Department:** Leadership, Higher and Adult Education  
**Location:** 252 Bloor Street West, 6th Floor  
**Telephone:** 416-978-1235

As the only research entity in Canada with a structured research focus on the study of students' postsecondary experience and related outcomes, the CSS is filling a unique and timely role. Through their research in the Centre for the Study of Students, faculty and students make substantial contributions to conversations and 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 U

of T campus, and beyond, develop a better understanding of the issues and factors contributing to student learning, development and success in postsecondary education.

#### Centre for Urban Schooling

## The Centre for Urban Schooling

**Director:** Tara Goldstein  
**Executive Director:** Jeff Kugler  
**Department:** Curriculum, Teaching and Learning  
**Location:** 252 Bloor Street West, Room 10-112  
**Telephone:** 416-978-0146  
**Website:** [cus.oise.utoronto.ca](http://cus.oise.utoronto.ca)

The Centre for Urban Schooling is a Centre in the Department of Curriculum, Teaching and Learning. The Centre has its focus on supporting Urban/Inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in Urban/Inner City education must be guided by a social justice and equity seeking perspective.

The Centre is involved in a number of research projects related to different areas of Urban/Inner City education. The Centre is engaged in research and professional development around the theory and practice of culturally responsive and relevant pedagogy in the Canadian context. As well, the Centre has developed a number of partnerships with school boards such as The Beginning Teacher Department of the Toronto District School Board (TDSB) and has begun working to support the Halton District School Board in their equity implementation. In initial teacher education, the Centre is connected to the work of the Elementary Inner City Option and the Secondary Program: Teaching and Learning

students are invited to present their scholarly work; Popular Feminism lectures that discuss current topics relevant to the larger community; feminist art exhibits; reading groups; women's wellness workshops; and much more.

Current research projects at the CWSE include work on South Asian mothering; professional immigrant women in Canada; history of Canadian women; black women's organizing in the early twentieth century; and anti-globalization and the feminist movement. We are home to Associate and Visiting Scholars, as well as students and staff, whose research addresses various aspects of women's experiences in Canada and globally.

Our website ([www.oise.utoronto.ca/cwse](http://www.oise.utoronto.ca/cwse)) includes a complete list of feminist courses and faculty available at OISE, as well as information about our projects and events.

**Comparative, International and Development Education Centre  
(CIDECE)**

**Comparative, International and  
Development Education Centre**

series through which it is possible to obtain a certificate. VolunteersCount <[www.volunteerscount.net](http://www.volunteerscount.net)>, an on-line application that allows organizations to keep records of volunteer contributions, was developed through research associated with the Social Economy Centre.

## **Non-Degree Certificates Offered at OISE**

### **Certificate in Adult Education**

## **Certificate in Adult Education**

The Department of Leadership, Higher and Adult Education's Adult Education and Community Development Program offers a non-degree certificate for those whose previous academic study does not necessarily qualify them for admission to graduate degree programs. It provides an opportunity for interested applicants to broaden their knowledge of theory and methods in adult education. Typically, certificate students come from a wide spectrum of adult education contexts.

Students may pursue this certificate on a full- or part-time basis. It consists of four half-courses –one core required course and three elective courses from among the listed offerings of the Adult Education and Community Development Program.

Specialized areas within the Certificate in Adult Education:

#### **Adult Education and Sustainability Community Healing & Peacebuilding**

Further information is available from:  
[www.oise.utoronto.ca/lhae/Programs/Adult\\_Education/Certificate\\_Programs.html](http://www.oise.utoronto.ca/lhae/Programs/Adult_Education/Certificate_Programs.html)

Contact: Jennifer Sumner, Director  
E-mail: [jennifer.sumner@utoronto.ca](mailto:jennifer.sumner@utoronto.ca)

### **Certificate in Cognitive Behavioural Therapies**

## **Certificate in Cognitive Behavioural Therapies**

The Department of Applied Psychology and Human Development's Counselling and Clinical Psychology/Counselling Psychology Program offers a non-degree Certificate in Cognitive Behavioural Therapies. It is a collaboration between the program and OISE Continuing and Professional Learning. The certificate is open to individuals who have at least a master's degree in a mental health related area or are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession.

The certificate is for individuals who want to attain competence in Cognitive Behavioural Therapy. The Certificate in Cognitive Behavioural Therapies is awarded upon completion of the requirements including the successful completion of any written assignments that are required.

As part of the certificate participants will learn:

- CBT Case Conceptualization
- Cognitive Interventions
- Behavioural Change Interventions

#### **For further information contact:**

The Office of Continuing and Professional Learning  
Ontario Institute for Studies in Education  
University of Toronto  
252 Bloor St. West, Toronto M5S 1V6  
Email: [continuinged@utoronto.ca](mailto:continuinged@utoronto.ca)  
Phone: 416-978-2474

#### **OR**

visit the Website at

### **Certificate in Leadership in Higher Education**



# Fees

Note that the Province of Ontario has introduced new guidelines concerning tuition fee billing. At the time of publication, the University of Toronto was reviewing its practices in the context of these guidelines to determine how and when it will implement changes. Any revisions to the procedures referenced here will be reflected at:

[www.fees.utoronto.ca](http://www.fees.utoronto.ca)

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

## Academic Fees Structure

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

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

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

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

**Master's students must, at the end of their program, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.**

**NOTE:** If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

## Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative Academic Fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

## Calculation of Fees

At the time of publication of this Bulletin the fees schedule for 2014-15 is not available. In the 2013-14 academic year, the one-year full-time

Academic Fee was as follows:

### Canadian Citizens and Permanent Residents

MA & PhD - \$7,160.00  
MEd & MT - \$9,217.00  
MA (Child Study and Education) - \$9,217.00  
EdD - \$8,375.00

### International Students

MA & PhD - \$17,730.00  
MEd, MT, MA(CSE) - \$25,589.00  
EdD - \$24,764.00

For planning purposes, the calculation of fees applicable to each program is as follows:

**NOTE:** In addition to Academic Fees, students are also required to pay Incidental Fees.

## MEd Degree Students

The minimum Degree/Program Fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun. Exception: the minimum Degree/Program Fee for the Counselling Psychology program is 2 times the one-year full-time Academic Fee.

## MA and MT Degree Students

The minimum Degree/Program Fee is based on Program Length (as stated on the offer of admission).

## EdD Degree Students

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

## PhD Degree Students

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

## Fees for Final Year Doctoral Students

Academic fees for the final year for EdD and PhD students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

**NOTE:** Part-time flexible-time PhD and reinstated students are not eligible for the pro-rated fee.

## Special Students

**Full-time Special Students** pay annually the one-year full-time Academic Fee plus Incidental Fees.

**Part-time Special Students** pay the Academic Fee for each half-course, plus Incidental Fees. In the 2013-14 academic year the Academic Fee for a half-course was \$1,382.55 (International Students, \$3,838.35).

## International Student Fees

## Fees

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In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between \$17,000 and \$27,000 plus tuition fees.)

**The University Health Insurance Plan (UHIP)** fee is a compulsory non-Academic Fee for international students. In 2013-14 the cost for twelve months was \$684 for a single student. Students with families pay additional fees.

### Further information is available from:

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

## Late Payment Fees

A late payment fee of \$44 plus \$5 for each day of delay will be assessed against any student enrolled in Summer, Fall or Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

## Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 65% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material that will be sent to students. The balance of the required fees is due without further notice and is subject to a service charge.

## Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2013-14 academic year the minimum charge was \$242.

## Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2013-14 academic year the service charge was 1.5% per month, compounded.

## Fees/Convocation

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

## Outstanding Fees and Other University Obligations

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

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

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



# Financial Support

Notices pertaining to awards, other than those listed here, are posted on the OISE Graduate Student Funding website <[http://www.oise.utoronto.ca/oise/Current\\_Students/Graduate\\_Student\\_Funding/index.html](http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html)>. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

## OISE Graduate Assistantships

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

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

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

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

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2013 to April 2014, a Graduate Assistantship had a value of \$11,876 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by a Graduate Funding Package need not apply for a Graduate Assistantship. Students receiving the Funding Package will be offered a Graduate Assistantship upon admission and in each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available for downloading from the Graduate Student Funding website.

Applicants to a non-funded degree program and students continuing in a non-funded degree program must submit a copy of their completed Graduate Assistantship application to OISE by the date indicated on the OISE Graduate Student Funding website.

## OISE Graduate Funding Package

OISE will provide a funding package to registered students for the first year of full-time MA study (excluding the MA in Child Study and Education program and the Teaching program) and for the first four years of study in the PhD program (excluding the Flexible-time PhD).

The Funding Package is valued at \$15,000 plus the value of tuition and incidental fees and, in the case of international students, single coverage

UHIP (University Health Insurance Plan). This Funding Package may be comprised of an external scholarship, an OISE funding grant, and/or OISE employment.

It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Graduate Funding Package. Complete details regarding these conditions and procedures can be found on the OISE Graduate Student Funding website at: [http://www.oise.utoronto.ca/oise/Current\\_Students/Graduate\\_Student\\_Funding/Graduate\\_Funding\\_Package/index.html](http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/Graduate_Funding_Package/index.html)

**NOTE:** Students in years one and two of the MA in the School and Clinical Child Psychology (SCCP) program in the Department of Applied Psychology and Human Development will receive funding for both years of the MA, but are then eligible for funding in years one to three only of their PhD programs.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

## OISE Awards

Applications are available for downloading from the Graduate Student Funding website:  
[http://www.oise.utoronto.ca/oise/Current\\_Students/Graduate\\_Student\\_Funding/index.html](http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html)

### Aboriginal Scholarship for OISE Students

The scholarship, with a value of \$12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application deadline is March 15.

### Bursary for Aboriginal Students

This award is open to all full-time Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Metis). The recipient will be selected on the basis of financial need and previous and intended contributions to his/her community.

Application deadline is October 15

### Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments.

Applications will be considered as they are received.

### Hetty C. Chu Memorial Entrance Scholarship

The Fellowship, with a value of \$800, has been established for an incoming full-time OISE student with demonstrated potential and promise of service to the educational or related fields. A candidate must: a) be a

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

Application deadline is March 15.

### **Keith A. McLeod Scholarship**

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

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

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

Application deadline is March 15.

### **Margaret I. Hambly Entrance Scholarship**

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

Application deadline is March 15.

### **Mary O'Brien Graduate Student Bursary**

The bursary is given on the basis of financial need to a graduate student, with an ability in women's studies, who is enrolled in the Department of Social Justice Education at OISE, University of Toronto. The student should best exemplify Mary O'Brien's critical approach to social inquiry.

Application deadline is March 15.

### **Mary Smith Memorial Bursary**

The bursary is given to one or more OISE students to assist in the completion and production of his/her/their doctoral thesis(es). The eligible student should have been registered initially as an international student from a developing country. The award will be based on financial need and preference will be given to students enrolled in the Department of Social Justice Education at OISE, University of Toronto.

Application deadline is March 15.

### **Michael Skolnik Graduate Student Award**

To be awarded to a graduate student in the Community College Leadership Program in the Department of Leadership, Higher & Adult Education at OISE based on their academic performance, promise, and leadership.

Application deadline is October 15

### **Muriel and Danny Fung Graduate Scholarship**

The purpose of this award is to give support to students enrolled in graduate studies in the Department of Social Justice Education at OISE, University of Toronto. Priority consideration is given to students who are not eligible to receive the University of Toronto's Graduate Funding Package. Specifically, the Muriel and Danny Fung Graduate Award will be awarded annually to a student who is registered full time in the second year or later year of his/her program and whose academic and community work BT Grad2e41 foh is Octquance Schol8Qd Oc(QI16 sTj 1 0 0 1os

1. Evidence of successful and current teaching experience in an urban classroom for a minimum of three years
2. Two additional professional references attesting to the candidate's exemplary practice in the urban classroom
3. A statement of intent (300 words), discussing previous experience in an urban classroom, educational goals for the master's program and commitment to improving urban schooling

Application deadline is January 15. Please send your completed package to:

The Centre for Urban Schooling,  
c/o Professor Kathleen Gallagher,  
252 Bloor Street W., 10th floor,  
Toronto, Ontario. M5S 1V6

## External Scholarships

### Fulbright Student Awards

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

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

The application deadline is usually in the early Fall.

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

### Ontario Graduate Scholarship Program (OGS)

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

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

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

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

The deadline will be announced in early Fall on the OISE Graduate Student Funding website  
<[http://www.oise.utoronto.ca/oise/Current\\_Students/Graduate\\_Student\\_Funding/index.html](http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html)>

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

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of \$20,000 in 2013-14. Scholarships of \$35,000 are also

available to students with high academic merit.

**Application forms are available at:** [www.sshrc.ca](http://www.sshrc.ca)

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

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

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

**Application forms are available from:**

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

Application deadline is April 1.

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

These awards, totalling \$26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:

Bill Reith  
Scholarship Committee  
Ontario Secondary School Teachers' Federation  
60 Mobile Drive  
Toronto, Ontario M4A 2P3  
Telephone: 416-751-8300

Application deadline is January 31.

### OISE Bursary

The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP. Bursary applications are considered regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website:





each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.

In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

## **International Students' Association (ISA)**

OISE's International Students' Association (ISA) arranges "buddies" for

of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

**Location:** 215 Huron Street, Rm 603B

**Telephone:** 416-978-1259

**Fax:** 416-971-2289

**Website:** [www.antiracism.utoronto.ca](http://www.antiracism.utoronto.ca)

**Email:** [antiracism@utoronto.ca](mailto:antiracism@utoronto.ca)

## Career Centre

The University of Toronto Career Centre provides programs and services to assist Master's and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

**Location:** Koffler Student Services Centre

214 College Street

Toronto, Ontario M5T 2Z9

**Telephone:** 416-978-8000

**Website:** [www.careers.utoronto.ca](http://www.careers.utoronto.ca)

## Centre for International Experience

The goal of the CIE is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the CIE and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the CIE, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

**Location:** Cumberland House, 33 St. George Street

Toronto, Ontario M5S 2E3

**Telephone:** 416-978-2564

**Fax:** 416-978-4090

**E-mail:** [cie.information@utoronto.ca](mailto:cie.information@utoronto.ca)

**Website:** [www.cie.utoronto.ca](http://www.cie.utoronto.ca)

## Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves casm (safety and s286 463.4C(internment coursecuripolhatof)aiTj mpusbehalfe unal)Tj onsij 1 rsonviolj

suitable student housing.

**Location:** Koffler Student Services Centre  
214 College Street, Second Floor  
Toronto, Ontario M5T 2Z9  
**Telephone:** 416-978-8045  
**Fax:** 416-978-1616  
**E-mail:** [housing.services@utoronto.ca](mailto:housing.services@utoronto.ca)  
**Website:** [www.housing.utoronto.ca](http://www.housing.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 website:

[www.utoronto.ca/ombudsperson/help/index.html](http://www.utoronto.ca/ombudsperson/help/index.html)

The Ombudsperson can conduct an investigation once all other available avenues have been exhausted.

**Location:** McMurrich Building, First Floor, Room 102, 12 Queen's Park Cres. West, Toronto, Ontario M5S 1S8  
**Telephone:** (416) 946-3485  
**Fax:** (416) 978-3439  
**E-mail:** [ombuds.person@utoronto.ca](mailto:ombuds.person@utoronto.ca)  
**Website:** [www.utoronto.ca/ombudsperson/](http://www.utoronto.ca/ombudsperson/)

## Sexual and Gender Diversity Office

The University of Toronto is committed to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

**Location:** 21 Sussex Avenue, Suite 416 and 417  
Toronto, Ontario M5S 1J6  
**Telephone:** 416-946-5624  
**Fax:** 416-946-7745  
**Website:** [www.sgdo.utoronto.ca](http://www.sgdo.utoronto.ca)

## Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any



# Policies and Regulations

**NOTE:** For Policies and Regulations information, please see the General Regulations section of the current School of Graduate Studies Calendar.