OISE Graduate Studies in Education Bulletin

2022-2023

4. Wellbeing and Mental Health
5. Transformative and Innovative Pedagogy
6. Buildi

Kathy Broad, PhD
Associate Chair, Teacher Education
Curriculum, Teaching and Learning (CTL)

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Associate Chair, Student

F May 6	Registration ends for 2022 Summer Session courses which begin in first term-May.
M May 9	Deadline date to add Summer Session courses which start in May. NOTE: Course selection for the Fall Session and Winter Session is mid-July.
May 9 - June 17	Master of Teaching Program 2022 Summer Session, first -term
W May 11	Deadline date for SDF designation for 2021 Fall Session courses to be changed to a regular grade or a failing grade.
W May 11	Deadline date for instructors to upload grades for the 2022 Winter Session and full-year courses. Grades for June graduating students are due April 12.
F May 13	Deadline date for Departmental grade approvals of the 2022 Winter and full-year courses. Grades are available on ACORN approximately one week after this date. (NOTE: The grade deadline for June graduating students was April 11.)
M May 23	Victoria Day (University closed)
F May 27	Deadline date for dropping Summer Session, first-term courses, without academic penalty
F June 1	Tuition deposit ($300) deadline for newly admitted students in the Master of Teaching and MA-Child Study and Education programs to hold admission space
F June 10	Last day of 2022 Summer Session, first term courses finish - except for Master of Teaching Program courses which end on June 17.
M June 13	Deadline date for dropping 2022 Summer Session, May to August courses only, without academic penalty
T June 14	Convocation: Doctor of Philosophy, Doctor of Education, Master of Arts (excluding CSE) and Master of Education (see https://governingcouncil.utoronto.ca/convocation for details)
W June 15	Deadline date for ROSE receipt of fully completed and signed Individual Reading and Research Course approval forms for the second-term of the Summer Session (July-August)
June 15 to July 15	All Master's students at OISE planning to graduate at November graduation are required to submit an Application to Graduate form to the Registrar's Office and Student Experience between June 15 to July 15.
F June 17	Convocation: Master of Arts (Child Study and Education), Master of Teaching (see https://governingcouncil.utoronto.ca/convocation for details)

M August 1	Civic Holiday (University closed)
W August 31	Last day to be enrolled from a wait list into a course that begins in September. Wait lists are cancelled at the end of this date.
W August 31	Deadline for new students to satisfy all conditions of admission, otherwise course enrolment and registration is cancelled and offer of admission is withdo7wn.
Th September 1	Recommended deadline date for tuition fee payment. This deadline ensures that payment is received by the registration deadline of September 10 and avoids cancellation of registration/course enrolment.
F September 2	Deadline date for SDF 55 satisfy all conditions0 0.75 21.0.004 Tc5 re f* 111 5 re2022n /Span <</Lang (en ( )Tj ET (

F May 12	Grade submission and approval date for 2023 Winter Session and full-year courses. Grades are available on A CORN approximately one week after this date. (NOTE: The grade submission deadline for June graduating students was April 10.)

EdD students commence their EdD degree full-time and must maintain continuous registration. For SJE EdD only, students may commence their EdD degree part-time and must maintain continuous registration but a minimum of one year of full-time study is required. Once enrolled full-time, SJE EdD students must maintain full-time continuous registration and pay the full-time fee until all degree requirements have been completed.

PhD students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.

NOTE 1: 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.

NOTE 2: Students cannot transfer between the EdD degree and PhD degree.

Master's Students

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

If full-time master's 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 (restrictions may apply). 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 does not DIIHFW D VWXGHQW¶V VWDWXV LQ WKH IROORZLQJ)DOO :LQWHU Session.

Part-WLPH PDVWHU¶V Students register in these sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must have

Justice Education were prefixed HSJ. Prior to the 1998 Summer Session, OISE graduate courses were prefixed with EDT.

Joint courses are indicated by a JOI as the three-letter prefix.

Collaborative Specialization courses are indicated by the following prefixes:
‡ & ; (Comparative, International and Developmental Education (CIDE)
‡ (' 3 Educational Policy (EP), WPL- Workplace Learning and Social Change (WLSC)
‡ & 5 (Education, Francophonies and Diversity.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series.

Course Selection for Continuing MA, MT, MEd, EdD and PhD Students

Course selection information for the 2022 Summer Session was available in mid-March 2022, with course selection beginning March 23, 2022. The 2022 Fall Session and the 2023 Winter Session course list will be available July 6, 2022 on the Registrar's Office and Student Experience (ROSE) website, with course selection beginning approximately a week after release of the course timetable.

Students should select courses as early as possible by using the web service on ACORN.

NOTES:

1. For courses which require the instructor's approval or which are extra to your program of study, return the completed course Add/Drop Form to the Registrar's Office and Student Experience, Registration Team.
2. Course selection does not constitute official registration in programs or courses. Your tuition fees must be paid to complete the process.
3. If you are unable to get into the courses of your choice, you might consider attending the first class to speak to the instructor regarding possible enrollment in the course.

Criminal Record Report

School Board Requirements
As a Teacher Candidate at OISE, you will have periods of placement in schools that are a required part of your program and certification. Before permitting teacher candidates into a classroom, all schools/school boards require proof of a satisfactory Vulnerable Sector PID 11 >>BD a9xTd [(S)0 (e)6 (n)-13 (TT0 10 Tf 15)6 (g (en- (s)]TJ ET Q q 0 0 61

Experience. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., e-mail and other computer-based online correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, application for admission result notification, matters U H O D W H G W R V W X G H Q W V [H Q U W L F L S D W L R Q L Q W K H L U D programs, important information concerning University and program scheduling, fees information, and other matter (m)8n044>6c [(m)8 (a)6a

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

Overview of Programs

Codes: >) L H O = Collaborative Specialization; ‡=Emphases

Child Study and Education Program - MA, EdD

> Field: Practice-based Inquiry in Psychology and Educational Practice - MA
> Field: Research-Intensive Training in Psychology and Education (admissions have been administratively

School and Clinical Child Psychology Program - MA, PhD

Combined Degree Programs

The MA Child Study and Education Combined Degree Program (CDP) is designed for University of Toronto students interested in studying the intersections of their %DFKHORU¶V GHJUHH VSHFLDOL]DWLRQ ZLWK professional teacher preparation. For more information about MA Child Study and Education Combined Degree Programs, please visit the School of Graduate Studies (SGS) Calendar on Combined Degree Programs.

NOTE: Please see Bulletin sections below for more information on APHD programs.

‡ 6 the School of Graduate Studies Calendar for details on Collaborative Specializations.

‡ 6 H H Wkh of Graduate Studies Calendar for Graduate Faculty Members.

Child Study and Education

Overview

The Child Study and Education program offers studies leading to a MA teacher-certification degree and an EdD degree. The MA program is a full-time two-year, non-thesis MA that qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. The SURJUDP¶V FRPELQDWLRQ RI WHDFKHU HGXFDWLRQ DQG JUDGXDWH degree is intended to produce teacher-leaders who can apply research and theory in child study to their careers as educators. Child Study is an orientation that includes broad child development theories and methods, along with understanding children through experience and direct observation. The full-time, cohort-based EdD program is designed for professionals working in education or related fields looking to enrich their practice and advance their careers. The EdD program offers students the opportunity to extend and expand their knowledge and expertise in two major and interrelated domains: (1) Special Education (e.g., policy, perspectives, contexts and pedagogy); and (2) Security, Child and Youth Wellbeing (child and teacher mental health, resilience, learning environments, prevention and intervention and equity).

Master of Arts

Program Description

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 training 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 FKLOGUHQ¶V FDSDFLWLHV FRQFHUQV with age, how individual differences reflect developmental changes, and how social and physical environments LQIOXHQFH FKLOGUHQ¶V GHYHORSPHQ

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 (such as an inquiry-based approach) and learning environments result in educational practices WKDW EXLOG RQ FKLOGUHQ¶V FXUUHQ

The 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 (junior kindergarten to grade 6) of Ontario schools. Research is embedded throughout the courses and the program.

This program offers two fields:

- Practice-Based Inquiry (PBI) in Psychology and Educational Practice
- Research-Intensive Training (RIT) in Psychology and Education (admissions have been administratively suspended)

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

The Practice-Based Inquiry (PBI) in Psychology and Educational Practice field of study is for those who wish to become classroom teachers and acquire the skills to continuously grow, improve, and lead. The field is based on the use of collaborative inquiry and data-based GHFLVLRQ PDNLQJ WR HQKDQFH WHDFK student learning and success (working cooperatively with colleagues and using data and research findings to meet student needs). This field will provide a foundation in the use of a broad range of information sources to address questions of practice using an inquiry cycle.

Minimum Admission Requirements

Human Development's additional admission requirements stated below.

- An appropriate bachelor's degree (usually a four-year degree) with the equivalent of a University of Toronto mid-B or better in the final year.
- Applicants are also expected to have experience working with groups of children, preferably in responsible positions.
- Normally, an interview is required prior to admission.
- A satisfactory vulnerable sector screening (VSS) police check is required prior to having direct contact with students. Without proof of a satisfactory VSS, schools will not allow teacher education candidates to participate in practice teaching.

Program Requirements

- Coursework. Students must complete 11.0 full -course equivalents (FCEs) including practicum placements and an internship as follows:
  - Year 1 ² 7.0 FCEs as follows:
    - APD2200Y Child Study: Observation, Evaluation, Reporting, and Research (1.0 FCE).
    - APD2201Y Childhood Education Seminar I (1.0 FCE).
    - APD2210Y Introduction APn BT /C2_2 10 Tf 57.525 454.65 Td <4083>Tj ET Q q 0 0 612 792 re W* n BT /TT0 10 Tf 62.035

not required, students must complete a Major Research Paper):

- Year 1 ² 7.0 FCEs as follows:
  - APD2200Y Child Study: Observation, Evaluation, Reporting, and Research (1.0 FCE).
  - APD2201Y Childhood Education Seminar I (1.0 FCE).
  - APD2210Y Introduction to Curriculum I: Core Areas (1.0 FCE).
  - APD2220Y Teaching Practicum (1.0 FCE): three eight-week, half-day placements in kindergarten, grades 1 to 3, and grades 4 to 6.
  - APD2270Y Introduction to Special Education and Adaptive Instruction (1.0 FCE).
  - APD1209H Research Methods and Thesis Preparation (0.5 FCE).
  - 1.5 elective FCEs (equivalent to three half courses) chosen from among master's-level courses in the Department of Applied Psychology and Human Development and, in some cases, other departments; to be completed during the

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policy document, or a professional publication.
x An interview may be required prior to admission.

Program Requirements

x Coursework. Students must complete a minimum of 4.0 full-course equivalents (FCEs) as follows:
  - o APD3301H Issues in Child Study and Education: Research, Policy, and Problems of Practice (RM) (0.5 FCE).
  - o APD3302H Advanced Study of Critical Issues in Special Education, Mental Health, and Child Security (0.5 FCE).
  - o APD3303H Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-Driven Research for Decision-Making (0.5 FCE).
  - o APD3304H Research Proposal Development (RM) (0.5 FCE).
  - o Two half courses (1.0 FCE) from one of the three emphases: 1) Early Learning and Early Years; 2) Mental Health and Wellbeing; or 3) Special Education. See details on each emphasis below.
  - o Research Methods course (select from the list of available research methods courses) (0.5 FCE).
  - o APD3305H Systems and Organizational Change (0.5 FCE).
x Students will have successfully reached candidacy once their thesis committee is formed and formal approval of the thesis proposal has been given by the committee.
x The thesis (Dissertation in Practice) is the culminating component of the Doctor of Education degree in Child Study and Education that shall include an identification and investigation of a problem of practice, the application of theory and research to problems of practice and/or policy and a design for implementation of ideas arising. Specifically, the thesis (Dissertation in Practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within an education-related field, aimed at improving practice at local, regional, national, or international levels.
x Students are full-time and must maintain continuous, full-time registration and pay full-time fees until all degree requirements, including the thesis (Dissertation in Practice), are completed.
x Students cannot transfer between the EdD and PhD programs.

Program Length

4 years full-time

Time Limit

6 years

Child Study and Education EdD Emphases

Emphasis: Early Learning and Early Years

This emphasis will allow students to take specialized courses which address social emotional wellbeing in the early years. This emphasis is designed to help students gain a deeper understanding and expertise in early learning and early years while also integrating their knowledge and understanding of special education, security, and child and youth wellbeing.

x Coursework. From the following course list, EdD students must successfully complete 1.0 full-course equivalent (FCE) , which is counted towards the total FCEs required for the student's degree program:
  - o APD1211H, APD1249H, APD1272H, APD1280H, APD1286H, APD1299H, APD3273H.

Upon successful completion of the emphasis requirements and degree requirements, students may make a request to the CSE Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

Emphasis: Mental Health and Wellbeing

This emphasis will allow students to take specialized courses which address the mental health of children and/or youth in various settings including the classroom as well as delve into issues of risk and resilience and culture. This emphasis is designed to help students gain a deeper understanding of and expertise in special education, security, and child and youth wellbeing.

x Coursework. From the following course list, EdD students must successfully complete 1.0 full-course equivalent (FCE) , which is counted towards the total FCEs required for the student's degree program:
  - o APD1236H, APD1256H, APD1279H, APD1295H, APD1297H, APD3221H.

Upon successful completion of the emphasis requirements and degree requirements, students may make a request to the CSE Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

Emphasis: Special Education

This emphasis will allow students to take specialized courses that delve into specific domains of special education. This emphasis is designed to help students

gain a deeper understanding of and expertise in special education while also considering issues pertaining to security and child and youth wellbeing.

- Coursework. From the following course list, EdD students must successfully complete 1.0 full-course equivalent (FCE), which is counted towards the total FCEs required for the student's degree program:
  - APD1271H, APD1285H, APD1296H, APD2275H, APD2296H.

Course Code	Course Title
APD1201H	Child and Adolescent Development
APD1209H	Research 705ch annnnnn705ch annnch a705

integration of diversity, equity and critical practice issues within the areas of psychotherapy and counsellor education. The MEd program offers three fields: (1) Counselling and Psychotherapy, (2) Global Mental Health and Counselling Psychology (which includes MEd, and Dual Degree), and (3) Guidance and Counselling. The EdD program offers two fields: (1) Counselling and Psychotherapy and (2) School Psychology. The Counselling and Psychotherapy field leads to registration with the College of Registered Psychotherapists of Ontario and counsellor certification with the Canadian Counselling and Psychotherapy Association (CCPA)(g)6 (7t (o)6 (epoi(epoi(m (lo)-e0)-2 (C)-2g C)-2g C)epo-7 ())8 ((g) re W*-5 (in)

University of Toronto Scarborough (UTSC). Clinical Psychology at UTSC adheres to a Clinical Science model of training and is accredited by the Canadian Psychological Association (CPA). The primary and overriding objective of graduate training in Clinical Psychology at UTSC is to foster exceptional clinical scientists according to the highest standards of research and professional practice.

Graduate training in Clinical Psychology at UTSC has primary research strengths in the areas of: clinical and cognitive neuroscience, psychological assessment and clinical neuropsychology, psychopathology, personality, and mindfulness- and acceptance-based psychotherapies.

The field in Clinical Psychology adheres to a generalist model of training, with a primary focus on adults. A unifying theme of faculty research in Clinical Psychology at UTSC is to advance knowledge of the etiology and assessment and treatment of mental disorders. Instruction is provided in psychopathology, assessment, and intervention, and students are trained to practise with a variety of adult populations. The field also boasts strength in neuropsychology.

Contact and Address

Web: www.utsc.utoronto.ca/psych/clinical-psychology
Email: clinicalpsych.utsc@utoronto.ca
Telephone: (416) 287-7131

Graduate Department of Psychological Clinical Science
University of Toronto Scarborough (UTSC)
Science Wing, Room SW427G
1265 Military Trail
Toronto, Ontario M1C 1A4
Canada

Program Description

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

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science's additional admission requirements stated below.
- A four-year bachelor's degree from a recognized university with at least an A ±(or first-class standing) in the final two years of undergraduate study, and at least 4.0 to 6.0 full-course equivalents (FCEs) in psychology including statistics and some laboratory research experience. Students who are admitted to the program without 4.0 to 6.0 FCEs in required undergraduate coursework may be required to complete additional courses in the master's program. Applicants with a strong background in mathematics, computer science, statistics, biological science, or neuroscience are encouraged tomtudtoebo(d)6 612 5BT /T.1 (0)6toeb8r 612 4* n E

Psychological C linical Science: Doctor of Philosophy; Field: Clinical

- An oral examination focused on clinical expertise (normally completed in the Fall session of Year 2); and
- A research-focused grant proposal (normally completed in the Fall session of Year 2).
- A pass on both components is required for a student to continue on to PhD candidacy. Students who fail the oral exam will have the opportunity to retake the exam. Students who fail the grant proposal will have the opportunity to revise and resubmit. Students who fail either or both component(s) on the second attempt should consult the School of Graduate 6 W X G Academic Appeals Policy. If after the appeals process and second attempts at either or both component(s) result in a failure, the student will no longer be eligible to continue in the PhD program. Guidelines on the comprehensive requirement can be found in the PCS Graduate Handbook.

x Thesis proposal , normally approved prior to the start of Year 3 of the program.
x Completed thesis .
x Successful defence of the thesis at the Final Oral Examination.
x For students interested in acquiring additional clinical hours, the PhD program provides the following optional courses: CPS7999H. Please note that optional courses for the PhD must be approved by the faculty supervisor, the DCT, and the Graduate Chair prior to course enrolment.
x Supervisors will have annual meetings with students to assess academic progress and to develop plans of study. The DCT will also hold formal annual meetings with students to assess clinical and professional progress.
x The program length is five years, which includes a pre-doctoral internship.

Program Length

5 years

Time Limit

6 years

Psychological Clinical Science: MA and PhD; Fi.n</Lang (en-C: ( )]TCID 12 >>BD)6 (r)8 (ac)-2 (h)6 (in)6 (cl)-2 (u)6 (d)-18 W* n BT /TT1

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Counselling Psychology

Overview

The Counselling Psychology (CP) program provides individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. The program provides students with theoretical and professional training in preparation for work in hospital, educational, mental health, private practice and other community settings. The CP program at OISE is renowned for excellence in professional training and its integration of diversity, equity and critical practice issues within the areas of psychotherapy and counsellor education. The program offers three fields: (1) Counselling & Psychotherapy (MEd, EdD), (2) Guidance & Counselling (MEd), and (3) Global Mental Health and Counselling Psychology (MEd). The Counselling and Psychotherapy field leads to registration with the College of Registered Pyschotherapists of Ontario. All program fields are well-organized and present coherent areas of study and training opportunities for graduate students. Graduates of the program are successful in entering professional careers in diverse aspects of counselling, psychotherapy, and education.

Master of Education; Field: Counselling and Psychotherapy

Program Description

The field in Counselling and Psychotherapy , within the Counselling Psychology MEd degree program, provides individuals with the opportunity to learn and develop skills appropriate for counselling individuals across a variety of work settings. Students are encouraged to tailor their courses and practicum learning experiences to meet their particular learning goals. Examples of the types of goals for which suitable programs of study could be developed include counselling and psychotherapy with adults, college and university students, or older adults: career counselling; counselling with diverse clients; and counselling and psychotherapy in community mental health and family service settings. 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) and as a Registered Psychotherapist with the College of Registered Psychotherapists of Ontario (CRPO).

The MEd program is typically offered on a full-time basis with a limited number of part-time spots available.

Minimum Admi ssion Requirements

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

Program Requirements

- Coursework. Students must complete 5.0 full -course equivalents (FCEs) as follows:
  - APD1202H Theories and Techniques of Counselling and Psychotherapy ² Part I (0.5 FCE).
  - APD1203Y⁺Practicum I: Interventions in Counselling Psychology and Psychotherapy (1.0 FCE). The practicum placement is the supervised training component of this course.
  - APD1302H).
  - APD1219H Ethical Issues in Professional Practice and Psychotherapy (0.5 FCE).
  - APD1261H Group Work in Counselling and Psychotherapy (0.5 FCE).
  - APD1302H Theories and Techniques of Counselling and Psychotherapy ² Part II (0.5 FCE).
  - 1.5 FCEs in electives. Recommended electives: one of
    - APD1266H Career Counselling and Development: Transition from School to Work (0.5 FCE),
    - APD1267H Emotion-Focused Therapy (0.5 FCE),
    - APD1268H Career Counselling and Development: Transitions in Adulthood (0.5 FCE),
    - APD1278H Cognitive Therapy (0.5 FCE).
- A comprehensive examination . Upon completion of

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Master of Education; Field: Global Mental Health and Counselling Psycholog y

Program Description

The field in Global Mental Health and Counselling Psychology , within the Counselling Psychology MEd degree program, provides individuals with the opportunity to learn and develop skills appropriate for the field of mental health and counselling psychology in international contexts. Students will be prepared to work in a variety of global applied settings with a focus on mental health. This degree program is ideally suited to students interested in an international perspective of mental health and counselling. This degree is cohort based and is offered full-time only.

Minimum Admission Requirements

- x Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below.
- x An appropriate bachelor's degree, with a grade equivalent to a University of Toronto B+ or better in the final year, from a recognized university.
- x At least one year of relevant counselling-related experience.
- x Two letters of reference.
- x Normally, an interview is required prior to admission.

Program Requirements

- x Coursework. Students must complete 5.0 full -course equivalents (FCEs) as follows:
  - o APD1219H Ethical Issues in Professional Practice in Psychology and Psychotherapy (0.5 FCE).
  - o APD1228H Couples Counselling (0.5 FCE).
  - o APD1245H Brief Strategies in Counselling and Psychotherapy (0.5 FCE).
  - o APD1278H Cognitive Therapy (0.5 FCE).
  - o APD1282H Introduction to Global Mental Health and Counselling Psychology (0.5 FCE).
  - o APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health (0.5 FCE).
  - o APD1902H Theories and Techniques of Counselling in a Global Context (0.5 FCE).
  - o APD2293H Interpretation of Educational Research (0.5 FCE).
  - o APD5000H Special Topics in Applied Psychology and Human Development: Master's Level (0.5 FCE).
  - o In consultation with the program chair, students will take APD1291H Addictive Behaviours: Approaches to Assessment and Intervention, or another elective.

Program Length

4 sessions full-time (typical registration sequence: F/W/S/F)

Time Limit

3 years full-time

Master of Education; Field: Global Mental Health and Counselling Psychology (Dual Degree Programs)

1) Dual Degree Program: Master of Education (University of Toronto) / Master of Medicine (China Medical University)

Program Description

This dual degree program creates a pathway between U of T's Master of Education (MEd) in Counselling Psychology, Global Mental Health and Counselling Psychology (GMHCP) field and China Medical University (CMU)'s Master of Medicine (MMed) in Psychiatry and Mental Health programs.

In Year 1, students complete MMed coursework at CMU in Liaoning Province, China. In Year 2, students complete MEd coursework at U of T in Toronto, Canada. In the Fall session of Year 3, students complete the last course of the MEd requirement (a practicum) in China along with the Year 3 MMed coursework. In Year 3, students will also complete a master's thesis at CMU as part of the dual degree requirements.

Students will gain both degrees in three years rather than the four years it would take to acquire the degrees independently.

Contact

Master of Education / Master of Medicine Program
Web:
www.oise.utoronto.ca/aphd/Home/Future_Students/Master_s_Degrees/MEd_Global_Mental_Health_Dual_Degree_Program/

Master of Education Program
Department of Applied Psychology and Human

Development, University of Toronto
Email: admissions.oise@utoronto.ca

Master of Medicine Program
Department of Medical Psychology and Mental Health,
China Medical University
Email: mqu@cmu.edu.cn

In Year 1, students complete MAP coursework at ZJU in Hangzhou, China. In Year 2, students complete MEd coursework at U of T in Toronto, Canada. In the Fall session of Year 3, students complete the last course of the MEd requirement (a practicum) in China along with the Year 3 MAP coursework. In Year 3, students will also complete a master's thesis at ZJU as part of the dual degree requirements.

Students will gain both degrees in three years rather than the four years it would take to acquire the degrees independently.

Contact

Master of Education / Master of Science Program
Web: not available

Master of Education Program
Department of Applied Psychology and Human Development, University of Toronto
Email: admissions.oise@utoronto.ca

Master of Applied Psychology Program
Department of Psychology and Behavioural Science, Zhejiang University
Email: jiananzhong@zju.edu.cn

Application Process

- Applicants must apply directly to both the Department of Applied Psychology and Human Development at U of T and the Department of Psychology and Behavioural Science at ZJU. Applicants must apply throu J K 8 R I 7 ¶ V 6 F K R R O R I Graduate Studies online admissions application system.

Minimum Admission Requirements

- In order to be admitted to the dual degree program, applicants must meet the admission requirements of both programs. The admission requirements of the GMHCP field within the MEd program are stated below.
- Applicants are admitted under the General Regulations of the School of Graduate

- A master's degree : an MA or MEd degree in Counselling Psychology or School and/or Clinical Child 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 and interest to increase and advance their knowledge of counselling and psychotherapy to become leaders in their fields. Applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research question or problem, to design and conduct a research study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP).

Program Requirements

x Coursework. Students must take courses related to the development of advanced competence in counselling, psychotherapy, and mental health theory and practice and become sophisticated consumers of research in these and related fields. Students must complete a minimum of 5.5 full -course equivalents (FCEs) including a practicum, internship, and thesis (dissertation in practice) as follows:

- APD3115H+Research Proseminar in Counselling and Psychotherapy (0.5 FCE).
- APD3215H Advanced Psychotherapy Seminar (0.5 FCE).
- APD3261H+Clinical Supervision and Consultation Practicum (0.5 FCE).
- APD3217Y+Advanced Practicum in Clinical and Counselling Psychology (1.0 FCE; Credit/No Credit): complete a 500-hour practicum before the Final Oral Examination.
- APD3270H0EdD Internship (0.5 FCE): complete 500 hours of internship, typically after the Final Oral Examination. All internship arrangements must be made in consultation with the Director of Clinical Training.
- Three courses, one from each of the following three groupings:
  - APD3116H Proseminar ll: Practice-Based Research in School and Counselling Psychology
  - APD3160H Advanced Family Therapy (0.5 FCE)
  - APD3260H Psychodiagnostic Systems (0.5 FCE) or one elective in a special focus of interest (0.5 FCE).
- In addition, students must take 1.0 FCE in their specific area of focus .
  - Option 1: Counselling and Psychotherapy for Adults
    - APD3163H Advanced Multicultural Counselling and Psychotherapy (0.5 FCE)
    - One elective in a special focus of interest (0.5 FCE)
  - Option 2: Counselling and Psychotherapy for Schools and Youth

The

Program Length

4 years full-time

Time Limit

6 years full-time

[0] Course that may continue over a program. The course is graded when completed.

[+] Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

MEd and EdD; Fields: Counselling and Psychotherapy; Global Mental Health and ; Guidance and Counselling; School Psychology Courses

Not all courses are offered every year. Please review the course schedule R Q W K H 5 H J L V W U D U ¶ V 2 I I L F H D Q G 6 W X G H Q W Experience website.

Course Code	Course Title
APD1202H	Theories and Techniques of Counselling and Psychotherapy [2] Part I (Exclusion: APD1202Y.)
APD1203Y[+]	Practicum I: Interventions in Counselling Psychology and Psychotherapy
APD1204H	Personality Theories
APD1207H	Counselling Topics in Sexual Orientation and Gender Identity Diversity
APD1214H	Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy

- Two elective courses (1.0 FCE total) chosen in consultation with the student's advisor, which may include APD2252H Individual Reading and Research (0.5 FCE).
- Students who have not taken a previous course in human development are required to take APD1201H Child and Adolescent Development (0.5 FCE) or an equivalent.
- In addition to their required 2.0 FCEs, students who have not taken a previous course in statistics are required to take JOI1287H Introduction to Applied Statistics or an equivalent course.

x Applicants must demonstrate that they are currently employed and are active professionals engaged in activities relevant to their proposed program of study.

Program Requirements

x Coursework. Students must complete 2.0 full -course equivalents (FCEs) as follows:
  - o APD3200H Research Proseminar in Human Development and Applied Psychology (0.5 FCE).
  - o 0.5 FCE in statistics and research methods from an approved menu.
  - o 1.0 FCE in electives (2 x 0.5 FCE).
  - o The 2.0 FCEs are normally completed in Year 1 and should be chosen in consultation with the faculty advisor. Students who have an insufficient background in developmental psychology may haveto complete additional courses.

x A comprehensive examination .
  - o The purposes of the comprehensive examination are threefold:
    - ƒ 7R GHPRQVWUDWH WKH VWXGHQW¶V DELOLW\ WR ZRUN independently within an area of concern in human development.
    - ƒ To gain knowledge of a new area, a new technique or method in a specified area in human development.
    - ƒ To demonstrate the ability to integrate information at the accepted standard for a PhD student.
  - o Students have two options when fulfilling their PhD comprehensive requirements:
    - ƒ Option 1: Empirical Research Paper or
    - ƒ Option

x A thesis .
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Upon successful completion of the emphasis requirements and successful completion of the degree requirements, students may make a request to the Developmental Psychology and Education Master of Education Program Liaison to have the emphasis noted on the student transcript. This request must be made before application for graduation.

Developmental Psychology and Education PhD Emphasis: Early Learning

Emphasis: Early Learning

Admissions to this emphasis have been administratively suspended.

Students interested in the Early Learning emphasis should consult with the Graduate Coordinator.

x Students wishing to complete the emphasis in Early Learning will include the following courses (2.0 full - course equivalents [FCEs]) in their overall PhD program:
  - o APD3200H Researching Proseminar in Human Development and Applied Psychology (0.5 FCE).
  - o APD3273H Researching Early Learning (0.5 FCE): 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).
  - o APD1211H Psychological Foundations of Early Development and Education (0.5 FCE).
  - o APD3274H Early Learning and Thesis Development (0.5 FCE).

MA, MEd, and PhD Courses

Not all courses are offered every year. Please review the course schedule R Q W K H 5 H J L V W U D U ¶ V 2 I I L F H D Q G 6 W X G H Q W Experience website.

Course Code	Course Title
APD1200H	Foundations of Human Development and Education
APD1201H	Child and Adolescent Development (Prerequisite: at least one of APD1249H, or the instructor's permission.)
APD1206H	Mind, Brain, and Instruction (Prerequisite: at least one of APD5012H.)
APD1209H	Research Methods and Thesis Preparation in Human Development and Applied Psychology
APD1210H	Research Practicum (RM)
APD1211H	Psychological Foundations of Early Development and Education
APD1212H	Basics to Program Evaluation in Social Sciences (Exclusion: APD5021H.)
APD1213H	Psychology and Education of Students with ADHD (Prerequisite: at least one of APD5001H.)
APD1217H	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children (Prerequisite: MEd students must have completed APD1297H, or have the instructor's permission.)
APD1231H	Mindful Self-Compassion for Educators (Exclusion: APD5018H.)
APD1233H	Cognitive Development and Applications
APD1235H	Technology, Play, and Socialolog

APD1297H Mental Health in the Classroom: How Educators Can Help Our Most Vulnerable Students

- 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.
- Normally, an appropriate bachelor's degree in psychology or its equivalent and a University of Toronto MA in School and Clinical Child Psychology or its equivalent. The usual admission standard is equivalency to a University of Toronto A ±or better in the master's degree. A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in psychology from elsewhere may be considered. However, if the master's program 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.
- Cognate course requirements. 1.0 full-course equivalent (FCE) at the senior undergraduate level, or 0.5 FCE at the graduate level, in each of the following cognate areas: Biological Bases of Behaviour, Cognitive/Affective Bases of Behaviour, Social Bases of Behaviour, and History and Systems of Psychology.

Program Requirements

- Students must complete 5.5 FCEs, including a doctoral practicum course and an internship course, as follows:
  - APD3202H A Foundation of Program Evaluation in Social Sciences (RM) (0.5 FCE).
  - APD3222H Approaches to Psychotherapy with Children, Youth, and Families (0.5 FCE), normally taken in Year 1.
  - APD3241H+ in order to remain in good standing and be permitted to continue in the program.
  - APD3260H Psychodiagnostic Systems (0.5 FCE).
  - APD5284Y+Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth, and Families (1.0 FCE).
  - 0.5 FCE from the Psychosocial Interventions course menu:
    - APD3224H Advanced Proactive Behavioural and Cognitive-Behavioural Interventions* or
    - APD3231H Psychodynamic Bases of Therapy*.
      * Note: the course is offered every other year. Students interested in other courses that may fulfil the Psychosocial Interventions requirement must receive approval from the SCCP Program Coordinator.
- 0.5 elective FCE.
- APD3240H+Advanced Social and Emotional Assessment Techniques (0.5 FCE).
- APD3242Y Internship in School and Clinical Child Psychology (1.0 FCE). The internship consists of a 1,600-hour placement, normally taken on a full-time basis over the course of a year in the final year of the student's program.
- A comprehensive examination . The purpose of the SCCP comprehensive examination is to:
  - Ensure an adequate level of psychological knowledge for professional functioning as a practitioner, academic, and/or researcher.
  - Demonstrate an ability to integrate information at the accepted standard for a doctoral student.
- A doctoral dissertation .
- Students must have successfully completed all coursework, passed the comprehensive examination, and have their dissertation completed or well underway, prior to commencing their internship.
- For each missing cognate course requirement (see Cognitive/Affective, Social, or Biological Bases of Behaviour; Admission Requirements above), students are required to take a 0.5 FCE course from the applicable course menu, which can be found on the departmental website and in the Applied Psychology and Human Development program guidelines. Students may use their elective course to cover one of these requirements.
- In addition to the above course requirements, students who have not taken a previous child development course must take JOI1287H Introduction to Applied Statistics (RM).
- Students must complete APD3241H+Seminar and Practicum in Clinical Assessment and Intervention in order to remain in good standing and be permitted to continue in the program.
- Students who are required to take APD1218H+Seminar and Practicum in School-Based Assessment, Consultation,u2 re W* n38 4sessm 475.65 Td (+)Tj ET Q q 0 0 6

APD1215H	Psychological Assessment of School-Aged Children
APD1216H	Psychoeducational Assessment
APD1217H	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
APD1218H+	Seminar and Practicum in School-Based Assessment, Consultation, and Intervention

APD1222H

Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence,

course APD1297H, prior experience in therapeutic work

APD1235H - Technology, Play, and Social Media in Adolescence

Credit Value: 0.50

This course examines the intersection of technology, social media and play during adolescence from a developmental and educational perspective. Topics include: social interaction, emotional development, gamification, collaboration, social media, and the role of technology in education. This course is designed to have students critically examine contemporary research to better understand the implications of technology on social emotional development, interaction, and learning in adolescence.

Prerequisite: DPE MEd students must have at least one of APD5017H Special Topics in Applied Psychology and Human Development: Master's Level: Technology, Play

This advanced course links scientific evidence regarding F K L O G G H Y H O R S P H Q W W R R Q H ¶ V S H U V R Q D O H [S H U L H Q F H L Q childhood. This course provides students with opportunities to discuss current scientific findings regarding child development from personal perspectives, and thus to serve a forum for students to learn about scientific evidence regarding child development in a more meaningful and contextualized manner.

APD1260H - Family Therapy

Credit Value: 0.50

This is an introductory course intended to provide students an overview in the clinical application of evidence based practice in Family Therapy grounded in the systemic conceptual frameworks. Several family therapy models (e.g. Bowenian multi-generational Family Therapy, Milan Systemic Family Therapy, Strategic Family Therapy, Structural Family Therapy, Behavioral Family Therapy, Narrative Therapy) will be presented. The significance of

exercises with their peers during class time under the supervision of the instructor. By the second class, students will be expected to form small process learning groups within which they will have the opportunity to experiment with different roles as counsellor, client and observer to practice using emotion focused and experiential techniques.

Corequisite: APD5004H

APD1268H - Career Counselling and Development: Transitions in Adulthood

Credit Value: 0.50

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.

highlight challenges and transformations within mental healthcare. The course seeks to draw attention to the use of Indigenous knowledges in mental health care generally. Explorations of the currents issues and debates in the contemporary practices of Indigenous healing in psychology will be a key features of the course, for example, cultural respect and appropriation, ethics and confidentiality, competence of practitioners, and systemic and social issues. Through an in-depth analysis of International Indigenous helping and healing practices, with particular focus on Indigenous knowledges perspectives from countries around the world, the course will undertake to raise questions regarding the theory, practice, and research of Indigenous traditional healing perspectives on mental health and healing in psychology and its relationship to education of practitioners. As part of the exploration of Indigenous traditional healing knowledges, the course will also focus on how peoples from non-dominant cultures construct illness perceptions and the types of treatments they expect to use to solve mental health problems; in this respect, the course is also intended to contribute to community development and community health promotion.
APD1278H

APD1278H - Cognitive Therapy

Credit Value: 0.50

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.

various ways in which Western mental health is practiced globally, students would establish a critical understanding of the economic and

develop their own research and/or applied projects. The course will be conducted in a seminar format. A different topic will be discussed in each session. Key issues pertaining to research methodology and data analysis will be addressed as needed.

APD1288H - Intermediate Statisti cs and Research Design [RM]

Credit Value: 0.50

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

Prerequisite: APD1287H or equivalent.

APD1289H - Multivariative Analysis with Applications [RM]

Credit Value: 0.50

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.

APD1290H - Indigenous Healing in Counselling & Psychoeducation

Credit Value: 0.50

This course seeks to define, redefine and locate Indigenous and traditional healing in the context of Euro-North American counseling and psychotherapy. In particular, the course will examine cultural and traditional healing within the broader economic, social and political practices of mental health care and in Canada. While the focus is in counseling psychology and psychoeducation (pedagogy), it also provides a critical site to highlight challenges and transformations within health care, thus the course will draw attention to the use of traditional healing in mental health care and counselor education. Explorations of the currents issues and debates concerned with the contemporary practices of Indigenous healing will be a key features of the course, for example, cultural respect and appropriation, ethics and confidentiality, competence of Indigenous healers and their qualifications and training. Through an in-depth analysis of international Indigenous helping and healing practices, with particular focus on Canadian Indigenous perspectives, the course will undertake to raise questions regarding the theory, practice, and research of Indigenous mental health and healing in psychology and education. As part of the exploration of Indigenous healers and healing, the course will also focus on how peoples from non-dominant cultures construct illness perceptions and the kinds of treatments they expect to use to solve mental health problems through individual and community psychology interventions. In this respect the course is also intended to contribute to community development and community health promotion.

APD1291H -

This course examines psychological theories of play and has a focus on the role of technology in play across the life span (e.g., Vygotsky, Huizinga, Brown) in relation to the role of technology in play (e.g., Resnick, Gee, Squires) from both human developmental and educational perspectives. Topics addressing play include: gamification, trust, collaboration and passion to learn. In addition, we will address the growing role of technology in 'eduplay' and emerging social implications (e.g., concerns of addiction to gaming, social media, and networked-connectedness).

APD1295H - Adolescent Mental Health: An Examination of Risk and Resilience

Credit Value: 0.50

Adolescence is a developmental period characterized by both vulnerability and opportunity. This course will examine research and theory on the development of mental health and well-being in adolescence and emerging adulthood (ages 18-25 years), and examine common mental health concerns in adolescence. In addition to examining contributing developmental factors to adolescent mental health (e.g., physical, social,

Prerequisite:

challenges related to working with families will be addressed. The course will take a developmental perspective in terms of the family from early formation through maturity taking into account the developmental needs of different family members. Thus students will have the opportunity to focus on children, adolescents, young and older adults within a family context.

APD3163H - Advanced Multicultural Counselling and Psychotherapy

Credit Value: 0.50

This seminar course will familiarise students with current issues and debates concerning research and practice of counselling psychology and psychotherapy in a multicultural society. The course seeks to define, redefine and locate multicultural counselling and psychotherapy research within the broader economic, social and political contexts of health care provision and practices (particularly in Canada). Through a post-colonial critique of psychiatry, clinical and counselling psychology, psychoanalysis, psychotherapy and counselling, the seminar attempts to raise questions regarding the theory, practice and research with ethnic minority clients. The seminar also offers a critical examination of the concepts of multicultural, multiethnic, and other nomenclatures, particularly assessing the epistemological and ontological histories and complexities in relation to ways in which theory, practice and research is undertaken in counselling psychology. The seminar is appropriate for students considering a dissertation proposal in critical multicultural counselling and psychotherapy. Students will review, analyse and redesign representative studies in the critical multicultural counselling psychology and psychotherapy literatures and methodology which will eventually lead to a thesis proposal.

APD3178H - Advanced Cognitive Behaviour Therapy

Credit Value: 0.50

dealing with ethical issues, warranting evaluation claims, and communicating with stakeholders. This course will focus on both theoretical and practical issues in designing, implementing, and appraising formative and summative evaluations of various educational and invention programs. In this course, we will consider the effects of various social, cultural, and political contextual factors underlying the program.

Prerequisite: Open to Doctoral students. Open to MEd students with APD1212H.

APD3204H - Contemporary History and Syste ms in Human Development and Applied Psychology

Credit Value: 0.50

An examination of the historical and philosophical bases of modern theories of psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

APD3215H - Advanced Psychotherapy Seminar

Credit Value: 0.50

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

APD3217Y - Advanced Practicum in Clinical and Counselling Psychology

Credit Value: 1.00

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

APD3221H - Cross -e.k tural

accrued in this open practicum course must not exceed

either a full-time or part-time basis. The internships may be served in a variety of settings and will normally involve case conceptualisation, treatment planning, counselling interventions, consultations with other professionals, report writing, case conferences, and other activities

This applied seminar is designed for working professionals who want to understand their roles as change agents within the organizations (broadly defined) in which they work, regardless of whether or not they occupy formal leadership positions. The course is focused on examining how change happens in organizations, and considers organizational need, planning for change, and implementing change. Change efforts originating both inside and outside of organizations will be considered. Students will have the opportunity to think about and apply KRZ WKH SV\FKRORJLFDO QRWLRQ RI ³SHUVRQDO LQIOXHQFH´ FDQ contribute to the social and institutional goals of their organizations.

applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Fall/Winter Session and Summer Session timetables.

APD5284Y - Assessment and Intervention wit h Culturally and Linguistically Diverse Children, Youth and Families

Credit Value: 1.00

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

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

Credit Value: 0.50

Course description same as APD5000H.

JOI1287H - Introduction to Applied Statistics [RM]

Credit Value: 0.50

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

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

JOI1288H - Intermediate Statistics and Research Desig n [RM]

Credit Value: 0.50

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

Prerequisite: CTL2808H are prohibited from taking this course.

JOI3228H - Mixed Methods Research Design in Social Sciences [RM]

Credit Value: 0.50

Mixed methods research is increasingly being used as an alternative to the traditional mono-method ways of conceiving and implementing inquiries in education and social sciences. In conceptualizing mixed methods studies, various paradigmatic assumptions are still being debated. However, many researchers have stated that the paradigmatic differences have been overdrawn and that paradigmatic incompatibility makes dialogue among researchers less productive. Researchers further acknowledge that philosophical differences are reconcilable through new guiding paradigms that actively embrace and promote mixing methods. Mixed methods researchers reject traditional dualism and prefer action to philosophizing by privileging inquiry questions over assumptive worlds. In this course, students will be introduced to various mixed methods design alternatives that allow researchers to link the purpose of the research to methodologies and integrate findings from mixed methods. This course covers various phases of mixed methods research, including theoretical frameworks of mixed methods research designs, strategic mixed methods sampling, data collection methods, integrative data analysis strategies, and a mixed methods research proposal. This is a doctoral level course designed to serve students who plan to conduct independent research. I anticipate that students will have had prior research experience or course work in research methods.

JOI3229H - Meta-Analysis for Research in Psychology and Education (RM)

Credit Value: 0.50

This course is designed to provide students with a working knowledge of the concepts related to systematic review and meta-analysis and develop their skills in this research methodology. Specifically, this course covers the topics of formulating the research questions that can be answered with systematic reviews, perform the literature search, select the studies and critically evaluate them using the quality, inclusion and exclusion criteria, extract data on key elements of the studies, outcomes and relevant statistics, compute and convert various effect size indices, synthesize the results of the studies with meta-analysis techniques, and present the results. The focus of the course is both methodological and practical.

Prerequisite: JOI6002H Meta-Analysis

JOI6000H - Special Topics in Advanced Quantitative Research Methods

Credit Val ue: 0.50

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

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The Department of Curriculum, Teaching and Learning (CTL) is the largest of four departments at the Ontario Institute for Studies in Education (OISE). With a diverse

academic standing equivalent to a University of Toronto mid-B or better in the final year. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.

- Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.
- Responses to Faculty questions in the online admissions application: applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in the responses to the Faculty questions, applicants should visit the Curriculum and Pedagogy program web page. The admissions committee reviews these responses to determine the kind of focus or area of study in which an applicant is most interested and to link the applicant to appropriate faculty advisors.

Program Requirements

- Coursework. Students must complete5 (ca)6 (n)6 (t)6 (is)-2 ( )-21 (m)8 (6r)8 (ic)- mi

demonstrate that they are currently employed and are active professionals engaged in activities relevant to their proposed program of study.

Program Requirements

- Coursework. Students must normally complete a total of 3.5 full -course equivalents (FCEs) as follows:
  - At least 2.0 FCEs, normally CTL 1000-level courses.
  - CTL1899H C&P Doctoral Proseminar in Curriculum & Pedagogy (0.5 FCE).
  - Students are expected to take CTL1000H Foundations of Curriculum & Pedagogy (0.5 FCE) if they did not complete it at the master's level.
  - One research methods course (0.5 FCE) from an approved course listing.
  - Additional courses may be required of some students.
- Comprehensive examination
- A thesis embodying the results of an original investigation, and a Doctoral Final Oral Examination on the content and implications of the thesis.
- Students are responsible for meeting deadlines to complete their course requirements, thesis committee formation, comprehensive examination, and thesis ethical review.
- Students must register continuously until all degree requirements have been fulfilled. They must register full-time during the first four years and may continue as part-time thereafter, with their department's approval.
- Students cannot transfer between the full-time and flexible-time PhD options.

Program Length

8 years

Time Limit

8 years

Curriculum and Pedagogy MA, MEd, PhD Emphases

Emphasis: Arts in Education

The emphasis in Arts in Education offers students specialized courses in the areas of music and sound; drama, theatre, and performance; media and visual arts; and other courses that manifest social justice concerns reflected through the arts and cultural production. This emphasis brings together students interested in the arts; elementary and secondary arts specialist teachers and community-based educators interested in arts education in the broader community. They are a vibrant community of scholars and graduate students who thrive on collegiality, intellectual debate, critical analyses, and creative inquiry.

- Coursework. From the following course list, MA, MEd, and PhD students must successfully complete 1.5 full -course equivalents (FCEs) , which are counted towards the total FCEs required for the student's degree program:
  - CTL1062H, CTL1064H, CTL1099H, CTL1100H, CTL1104H, CTL1322H, CTL1811H, CTL1818H, CTL1822H, CTL3034H, CTL5013H, CTL5018H, CTL5019H, CTL5020H, CTL5048H.
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the C&P Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

Emphasis:

Emphasis: Digital Technologies in Education

The emphasis in Digital Technologies in Education engages educators in an examination of technology and its effective use in educational contexts. Drawing on research from the fields of the learning sciences, psychology, diversity studies, and information and

noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

Emphasis: Wellbeing

The purpose of education should be to move people toward improved connectedness and happiness, as well as to further accomplish and to develop greater opportunities for growth. The emphasis in Wellbeing provides hope and healing for individuals and society through innovative educational experiences by helping people deal well and wisely with issues in their lives and times. The mission is to provide critical educational experiences that awaken the best in the human spirit by addressing issues of public concern.

Critical issues investigated through coursework may be related to mental health, environmental issues, and destructive ethnocentric patterns of behaviour, as well as the wise and ethical use of technology. In addition, strategies for managing anxiety and depression, and for raising awareness of inequitable and discriminatory conditions are similar across differing contexts. Therefore, RQH PXVW H[DPLQH RQH¶V RZQ OLIH DQG FLUFXPVWDQFHV DQG larger societal and institutional contexts before taking informed action for the greater good of all people.

The goal is agency through self-advocacy and advocacy for others. Through this process, one does not merely deconstruct but also reconstructs through learning about KRZ RQH¶V EHOLHI VWUXFWXUHV DQG SDWWHUQV PD\ EHFRPH more beneficial to oneself and to those around. More specifically, these holistic approaches involve various forms such as narrative/biography, phenomenology, meditation, mindfulness practice, body work, mental health, and conscious use of technology.

- Coursework. From the following course list, MA, MEd, and PhD students must successfully complete 1.5 full-course equivalents (FCEs) , which are counted towards the total FCEs required for the student's degree program:
  - CTL1016H, CTL1027H, CTL1106H, CTL1110H, CTL1121H, CTL1319H, CTL1331H, CTL1424H, CTL1817H, CTL1825H, CTL3037H, CTL5011H, CTL5042H.
- Upon successful completion of the emphasis requirements and the successful completion of the degree requirements, students may make a request to the CSTD Program Administrator to have the emphasis noted on the student transcript. This request must be made before graduation. A course can only be applied to the requirements of a single emphasis.

MA, MEd, PhD Cour ses

Not all courses are offered every year. Please review the course schedule RQ WKH 5HJLVWUDU¶V 2IILFH Experience website.

Master's Level

Course Code	Course Title
CTL1000H	Les fondements du curriculum et de la pédagogie
CTL1000H	Foundations of Curriculum & Pedagogy
CTL1001H	Values and Schooling
CTL1005H	Language, Literacy, and the School Curriculum
CTL1011H	Anti-Oppression Education in School Settings
CTL1011H	/ ¶p G X F D W L R Q S R X U O H V P L O L H X [scolaire
CTL1016H	Cooperative Learning Research and Practice
CTL1018H	Introduction to Qualitative Inquiry in Curriculum, Teaching, and Learning
CTL1023H	Technology and Education: Critical Perspectives on Theory and Practice

CTL1428H	Immigration and the Development of Canadian Education
CTL1429H	Ethnicity and the Development of Canadian Education
CTL1430H	Gendered Colonialisms, Imperialisms, and Nationalisms in History
CTL1448H	Popular Culture and the Social History of Education II

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Master of Arts

Applicants expecting to pursue a doctorate in the future

pursuing this field will graduate with: (a) a solid theoretical and intellectual grounding in LLE research; (b) a course-based, practitioner focus on language teaching foundations; and (c) gained practical experience in a language-education context through a required practicum.

This field is only available on a full-time basis. Priority will be given to novice teachers with less than a year of teaching experience. This field will not lead to Teaching English as a Second Language (TESL) Ontario certification nor to the Certificate of Qualification and Registration with the Ontario College of Teachers.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies, which specify an appropriate bachelor's degree from a recognized university, with the equivalent of a University of Toronto mid-B or better in the final year. Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
- Normally, applicants should have at least one year of professional experience prior to applying. Previous classroom teaching experience is not a requirement.
- Responses to Faculty questions in the online admissions apld halty qiverents must a h6fTd [(sa)6 (tisf)3 (y)3 (th)9ents* n BT /TTe W* n clagM6 (ce)-18d (a)92(2 (e)62 re 218

- A minimum of 2.0 FCEs within the LLE program, including CTL3899H was taken at the master's level, students are not permitted to take it again and should substitute it with another LLE program course (0.5 FCE).
- A research methods course relevant to the topic of the thesis (0.5 FCE). Any of the following courses can fulfil this requirement: SJE1905H.
- A student wishing to propose an alternative course to fulfil one of the LLE course requirements must obtain the approval of the LLE program coordinator and either their faculty advisor or thesis supervisor.

x Comprehensive examination .

x A thesis embodying the results of an original investigation, and a Doctoral Final Oral Examination on the content and implications of the thesis.

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

x Full-time PhD students must maintain full-time status throughout their program of study.

x Students must register continuously and pay the full-time fee until all deg((a)9 (ll)4r5.08 Tc 46. Q 9r (d)6 (n)6 (si)-2 (ve)6 ( )-21 (e)6 (xa)6 (m)8 (in)-21 (a)6 ((ll)-5 (d) 46.275 599.45

APD1251H	Reading in a Second Language
APD1296H	Assessing School-Aged Language Learners
CTL3000H	Foundations of Bilingual and Multicultural Education
CTL3001H	Research Colloquium in Language and Literacies Education
CTL3002H	Second Language Teaching Methodologies
CTL3003H	Planning and Organizing the Second Language Curriculum
CTL3004H	Language Awareness and its Role in Teacher Development
CTL3007H	Discourse Analysis (Exclusion: CTL3200H.)
CTL3008H	Critical Pedagogy, Language, and Cultural Diversity
CTL3010H	Second Language Learning
CTL3011H	

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

CTL1000H - Foundations of Curriculum & Pedagogy / Fondements de l' tude des programmes scolaires

Credit Value: 0.50

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) assists students in developing critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.

CTL1011H

CTL1027H - Facilitating Reflective Professional Development

Credit Value: 0.50

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.

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

Credit Value: 0.50

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

CTL1046H - Training Evaluation

Credit Value: 0.50

This course studies methods of evaluating training. Topics covered by the course include training models, practice analysis, Kirkpatrick's 4 level training outcome evaluation model and its variants, Return on Investment (ROI) analysis, and measurement and design issues in training evaluation.

CTL1047H - Course -Self-Assessment

Credit Value: 0.50

This course examines the concept of self-assessment and its relationship to learning and other psychological constructs, construction and validation of self-assessment measures, psychometric properties of self-assessment, how learners assess their learning, and how teachers and professionals in social and health services assess the quality and effects of their practices. The course emphasizes practice as well as theory and research. Some of the topics include methods of self-assessment; cognitive processes; psychometric issues and sources of bias in self-assessment; correlates of self-assess92 re W* n BT /TT0 10 Tfn BT /TT0 1(e)6 (th)9 (o)-18 (d)6 (s)3 (o)6 (f)-11 (o)to l

and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set

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

CTL1121H - Foundations of Wellness Through a Phenomenology of Practice

Credit Value: 0.50

This course will focus on the holistic nature of wellness, through a phenomenology of practice. Phenomenology of practice is an approach that concentrates on the study of consciousness and the objects of direct experience and relates to the meaning and practice of phenomenology in professional contexts, as well as the practice of phenomenological methods in the context of everyday living. In this course, phenomenological reflection, using aspects of multimedia, will be employed in a concentrated effort to engage with the complexity of the topic of wellness. The course begins with questions relating to the

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.

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

Credit Value: 0.50

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, lainnduue

CTL1219H - Making Secondary Mathematics Meaningful

Credit Value: 0.50

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

CTL1220H - Sociocultural Theori es of Learning

Credit Value: 0.50

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.

CTL1221H - Education for Human Goals: Local and Global: Howbof

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insights into the nature of curriculum change through a critical analysis of episodes in science curriculum history. Students will have an opportunity to explore K-12 school science curricula at global, national, provincial, and classroom levels. The course has a metacognitive focus where students are encouraged to reflect on their own learning processes as well as those of science learners in other contexts. The course is framed by the question: How can an examination of the ways that science education has developed and been mobilised in different classroom contexts inform our focus for the future of science education?

Exclusion: CTL1799H Special Topics in Curriculum: Master's Level: Curriculum Issues in Science Education

CTL1225H - Mathematics Education: Linking Research and Practice

Credit Value: 0.50

In mathematics education today, policymakers, teachers, and researchers all agree that it is critical to link research to teaching practices in our schools. This means conducting research that is directly relevant to the everyday dilemmas of mathematics teachers and supporting teachers to adopt practices that research has shown to be effective. In this course, we draw from a recent publication by the National Council of Teachers of Mathematics, that outlines ten key questions that teachers put forward to guide researchers in their work. Topics include: assessment, curriculum, culturally relevant mathematics pedagogy, student thinking, effective algebra teaching, teacher professional development, influence of technology on mathematical learning, effective teaching with technology, interventions for struggling students, and helping st X G H Q W V H Q J D J H L Q µ S U R G X F W L Y H V W U X J J O H ¶ : H Z L O O also investigate various theoretical and conceptual frameworks for mathematics education.

Exclusion: CTL5040H
Enrolment Limits: 25

CTL1304H - Cultural Studies and Education / Études culturelles et éducation

Credit Value: 0.50

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.

CTL1306H7 Td ( )Tj ET EMC Q /Span <</Lang (

What social identities and roles are included in the µFLWL]HQVKLSV¶ WR EH WDXJKW LQ YDULRXV SROLWLFDO DQG VRFLDO contexts, and why? How might democratic citizenship be taught and learned? This course examines contrasting approaches to political (governance), social and cultural (identity and justice), local and transnational education for democracy (democratization), in light of comparative international and Canadian scholarship. The course addresses implicit and explicit citizenship curriculum/ teaching, primarily in relation to youth and state-funded formal (school) education. Themes include: agency in relation to social structures; participation in social institutions and collective decisions; territory and environment; social conflict, dissent and peacebuilding; diversely- SRVLWLRQHG LGHQWLWLHV JHQGHU FXOWXUH QDWLRQ« values and motivations, rights, relationships, community and justice. Participants will learn to analyze and assess educational proposals and experiences in relation to theory, research, and their own democratic education goals. This course serves as a core course for the Institute's graduate studies specialization in comparative, international, and development education.

Enrolment Limits: 25

CTL1313H - Gender Equity in t he Classroom

Credit Value: 0.50

This course is designed for practising educators to

continue to influence current realities of FNMI students in Canada. The second module of the course focuses on examining where we are now ±here in this time ±

CTL1427H - History and

CTL1797H - Practicum in Curriculum & Pedagogy: Masters Level

Credit Value: 0.50

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

CTL1798H - Individual Reading and Research in Curriculum & Pedagogy: Masters Level

Credit Value: 0.50

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.

CTL1799H - Special Topics in Curriculum: Master's Level

Credit Value: 0.50

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.)

CTL1825H - The Teacher as a Contemplative Practitioner

Credit Value: 0.50

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

CTL1841H - Research Seminar in Science, Mathematics and Technology Educatio n [RM]

Credit Value: 0.50

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

CTL1844H - Seminar in Evaluation Problems [RM]

Credit Value: 0.50

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

Prerequisite: CTL2803H) or equivalent.
Exclusion: Students who have previously taken CTL2810
are prohibited from taking this couBT /TT1 10td [(a)6 (r)f2 Q 3 re 792 re W* n BT /TT1 10 Tf 73.275 244.08 Td ( )Tj ET EM(is)-2 pa

CTL3011H - Cognitive Sociolinguistic and Sociopolitical Orientations in Bilingual Education Research

Credit Value: 0.50

This course examines bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

Exclusion: CTL3201H
Enrolment Limits: 25

CTL3013H - Language Assessment / Évaluation de la compétence langagière

Credit Value: 0.50

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

CTL3015H - Language and Literacies Education in Multilingual Contexts

Credit Value: 0.50

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

CTL3018H - Language Planning and Policy

Credit Value: 0.50

The study of language politics, language planning and policy-making focuses on how social groups, governments, and other bodies, are involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what "counts" as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. There will be an emphasis on practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

Exclusion: CTL3202H
Enrolment Limits: 25

CTL3020H - Writing in a Second Language

Credit Value: 0.50

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.

CTL3024H - Language Teacher Education

Credit Value: 0.50

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

CTL3026H - Pragmatics in Language Educatio n

Credit Value: 0.50

This course examines theories, research methods, and substantive findings about second language speakers' and learners' pragmatic style and development. Themes to be explored include the relationship between pragmatic and grammatical development, the role of different learning environments (such as study abroad, EFL vs. ESL), options and effects of instruction, individual differences, institutional discourse, cross-cultural politeness studies, electronic communication, and the interrelation of social context, identity, and L2 pragmatic learning. Through thtic

open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

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

CTL3032H - Teaching Writing in the Classroom

Credit Value: 0.50

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

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

CTL3033H - Literacy Research Methodologies

Credit Value: 0.50

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

Prerequisite: Permission of the instructor.
Exclusion: Students who have previously taken CTL1805H are prohibited from taking this course.

CTL3034H - New Literacies: Making Multiple Meanings

Credit Value: 0.50

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

CTL3036H - Expressive Writing: Practice and Pedagogy

Credit Value: 0.50

This course focuses on the pragmatics of expressive writing in a range of pedagogical settings. Students will experience the ways in which a range of styles and modes of expressive writing operate in various prose forms

Exclusion: CTL5310H
Enrolment Limits: 25

CTL3041H - Theories in Vocabulary Teaching and Learning

Credit Value: 0.50

The primary aim of this course is to enable students to develop a framework for describing the field of Vocabulary Acquisition and Teaching. To do so, (1) students will learn key theoretical concepts in the field of vocabulary teaching and learning (2), present and discuss the most relevant research methodologies in the field and (3) reflect on the effectiveness of didactic materials through language textbook analysis.

Prerequisite: n/a
Exclusion: CTL5314H
Enrolment Limits: 25

CTL3100H - Communication and Second Language Learning in the Workpla ce

Credit Value: 0.50

A huge proportion of workers in Canada utilize at least one language which is not their mother tongue in order to

des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

Exclusion: CTL3011H
Enrolment Limits: 25

CTL3202H - Politique et aménagement linguistique

Credit Value: 0.50

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particuli EMC Q(u)-18 ()3 0ef8 (1)6 (Td [(0)T /TT0.02594 rg)3 (in)lqun les intli08(u)1.17s1oling .025 5(m)8 (i)-2 (o)-18 (n)6 (s)3 (e

CTL3413H - Reading Cinema and Cultural Identity

Credit Value: 0.50

This course is concerned with the ways in which historical films treat the subject of identity. In this regard, it has four sub-sections: power/gender, class struggle, inter- and intra-cultural connections, and appearances and reality. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

CTL3414H - Historical Literacy and Popular Literacy

Credit Value: 0.50

This course is a survey of the struggle between literacy-as-social-control and literacy-as-enlightenment. Using a variety of texts, this theme is followed from the ancient world through to the onset of modern, compulsory schooling. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

CTL3415H - Educational Thought and Historical Literature

Credit Value: 0.50

This course has two organizing themes: first, representative educational thinkers writings on literacy and schooling (e.g., Plato, Augustine, Erasmus, Luther, Locke, Rousseau, and Malthus); and, second, secondary scholarly readings chosen to enable the students to consider these thinkers' ideas in their historical context. Each class has an introduction by the professor, viewing the film, and a discussion period. Students write weekly reports and a term paper.

CTL3797H - Practicum in Language and Literaci es Education: Master's Level

Credit Value: 0.50

An individualized course linking research and theory in Language and Literacies Education (LLE) with practical

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

CTL3806H - Sociocultural Theory and Second Language Learning

Credit Value: 0.50

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 relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.

CTL3807H - Second Language Education Research Methods [RM]

Credit Value: 0.50

For thesis students (MA, PhD, or EdD) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.

CTL3808H - The Role of Instruction in Second Language Learning

Credit Value: 0.50

This course examines theory and research on the role of instruction in second language acquisition. The central issues to be addressed are the extent to which different types of instructional input and corrective feedback contribute to second language acquisition (SLA). The extent to which different language features and proficiency levels interact with instructional input is also examined alongside other learner and teacher variables.

CTL3810H - Second Language Classroom Research Methods [RM]

Credit Value: 0.50

The purpose of this course is to provide students with a foundation in the breadth of possibilities for researching the second language classroom. The course is structured to capture this breadth methodologically (primarily quantitative and qualitative social science approaches, but also research informed by humanities approaches); theoretically (cognitivist, socio-cultural, and critical approaches); contextually in terms of program models (both across bilingual, foreign, heritage, Indigenous, and multilingual mainstream contexts, but also in terms of K-12 and adult settings); and in terms of domain (e.g., research with varying foci on language itself, the teacher, learners, curriculum, policy, home-school connections, etc.). As much as possible, the course pairs "how-to" readings with exemplars of second language classroom

Candidates are provided with opportunities to critically reflect on how their positionality shapes their identities and practices as teacher-researchers. Throughout the course, candidates review the research literature in an area of education that interests them. The culminating assignment of the course is a 3750-5000-word research paper. Educational Research 1 (CTL7015H).

CTL7007H - Authentic Assessment

research design, data collection, data analysis, and

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 Master of Teaching program.

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

CTL7021Y - Curriculum and Teaching in History -

10, Science (2008) and The Ontario Curriculum Grades 11 & 12 Science(2008). The course provides opportunities to develop a p

university courses if selected as the second choice teaching subject.

CTL7032Y - Curriculum and Teac hing in

language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.

Prerequisite: Students must have three full-year university courses in English.

CTL7051H - Curriculum and Teaching in French (Second Language) - Junior/Intermediate

Credit Value: 0.50

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the junior/ intermediate levels. We will focus on:

1. Methods and techniques to facilitate the teaching/ learning of listening, speaking, reading and writing as interrelated processes.
2. Integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines.

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

Prerequisite: Students must have five full-year university courses in French AND demonstrated written and oral proficiency. For further details about prerequisites in French, refer to the website for Master of Teaching.

CTL7052H - Curriculum and Teaching in Junior/Intermediate Geography

Credit Value: 0.50

The purpose of this course is to introduce teacher candidates to basic knowledge, skills/techniques, attitud W* n BT0 10 Tf 266.1 268.33 Td ( )Tj ET Q q 0 0 612 7/iu >BDC q 0.d [(c

CTL7054H - Intermediate Teaching Subject - History

Credit Value: 0.50

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

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

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

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

Prerequi site: Students must have three full-year university courses in History. For further details about prerequisites in History, refer to the website for Master of Teaching.

CTL7055H - Intermediate Teaching Subjects - Mathematics

Credit Value: 0.50

This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a

This cour

CTL7058H - Curriculum and Teaching in Science: General - Junior/Intermediate

Credit Value: 0.50

This course is designed to prepare teachers of science in the intermediate division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Techneo3 (r)8 (e)-21 (y-21 ()-107r)8 (s)3 (t)3 (Sc6 (n)8 (sl-107r)8 (s)-18 (g (d)8 (si-107r)6 (s)3 (7li)6 (o6 (d

E(e Wn)n Bylih (o)6n24 (in)6 sa OW* (f)-0T /TTl E(e W* n B(o)6 ca7li)6 oe8T /TT0 (r)8 36.020 10 Tf 191.08 684.47 596.42ea-18 (T)14 (

students (re)discover the theory and practice of Art Education and HPE, as well as understand and apply the knowledge, skills and attitudes necessary for effective teaching and learning that meets the diverse needs of students. Over the course you will become more

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

Current theories of arts in education will be incorporated as participants plan lessons, consider expectation(s) and implement assessment strategies as outlined in the Ministry documents. The use of Music and Dance as art as well as an INTEGRATIVE methodology for learning across the curriculum will provide a framework for the course.

Exclusion: CTL7017H

CTL7087H - Curriculum and Teaching in Drama and Dance

Credit Value: 0.25

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

This course is designed to assist teachers in the Primary/Junior Division in the development, implementation and assessment/evaluation of Dance and Drama focused learning experiences. Candidates will participate in work that involves games, movement, tableau, role-playing, storytelling, playmaking, writing in role, improvisation, interpretation and presentation. They will learn to explore the elements of dance through creative movement that may be inspired by picture books, visual images, and artworks and music. Candidates will also explore various forms of global dance and genres.

Current theories of arts in education will be incorporated as participants plan drama lessons, consider expectation(s) and implement assessment strategies as outlined in the Ministry documents. The use of Dance, Drama and Music as art forms as well as an INTEGRATIVE methodology for learning across the curriculum will provide a framework for the course.

Exclusion: CTL7017H

CTL7088H - Curriculum and Teaching in Visual Arts

Credit Value: 0.25

As a part of the Curriculum & Instruction course, this module is designed to introduce you to strategies and approaches for teaching Visual Arts Education to Primary and/or Junior learners. This course is designed to help OISE MT students (re)discover the theory and practice of Art Education, as well as understand and apply the knowledge, skills and attitudes necessary for effective teaching and learning that meets the diverse needs of students. Over the course you will become more competent and confident in working with learning tools and resources in areas of the curriculum, including developing lesson themes and ideas; and devising questions and learning activities for students. You will become familiar with the Ontario Ministry of Education curriculum policy documents: The Arts (2009), core concepts and teaching techniques, methods for integrating Art Education with other disciplines, including social justice, (O)3 (n)6eL 0 (ic)-2 (e)624 (n)6 (cl0IC (m)8 (e)6TJ E

CTL7099Y - Major Research Paper

Credit Value: 1.00

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.

CTL7100H - Mathematics Concepts for Elementary Teacher Candidates

Credit Value: 0.00

This course equips students with the math knowledge and skills needed by Primary/Junior and Junior/Intermediate teachers. A strong foundation in math content knowledge is necessary for teachers to build pedagogical content knowledge capacities. Students will develop an understanding of numeracy concepts in: quantity relationships, operational sense and proportional reasoning. The course will build on problem solving content skills in multiplication, division, order of operations, fractions, decimals, percentages, ratios, integers, exponents, manipulating expressions and solving algebraic equations. Students will be immersed in meta-cognition as math learners and will reflect on their own math strengths, needs and learning styles. The course will offer various math pedagogies, such as math games and hands-on activities suitable for elementary classes. At the beginning of the course, teacher candidates may opt into taking a math proficiency test geared at the grade 8 and 9 level. Students who earn a minimum achievement of 90% on the test will earn an immediate CR grade for CTL 7100H and will be excused from the remainder of the course. This test is most appropriate for teacher candidates who have a major or minor in math for their undergraduate degree.

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The Department of Leadership, Higher and Adult (GXFDWLRQ /+$(LV KRPH WR WKUHH RI 2,6(¶V JUDGXDWH programs: Adult Education and Community Development, Educational Leadership and Policy, and Higher Education. LHAE is also home to three collaborative specializations in which students can pursue interdisciplinary work: Educational Policy; Comparative, International and Development Education; and Workplace Learning and Social Change.

Overview of Programs

Codes: > =Field, ‡=Collaborative Specialization; ‡=Emphases

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

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

Educational Policy (EP)
EP serves students interested in educational policy development and implementation, with particular

Master of Education

Program Description

The MEd is a non-thesis, course-based professional degree program which can be taken on a full-time or part-time basis. The MEd program focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street, and the virtual world ² any place where people come together to create social change. It serves individuals seeking to develop skills for education, community, and organizational development roles in a wide range of settings in public, private, and voluntary sectors. * U D G X D W H V Z R U N Z L W K Q H Z F R P H U V LGBTQ agencies, organized labour, racialized people, and disenfranchised communities in positions that involve community engagement and education, policy development, leadership, mentorship, and organizational development. The department welcomes applicants with diverse but relevant backgrounds.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- $ Q D S S U R S U L D W H E D F K H O R U ¶ V G H J U H H L Q D U H O H Y D Q W discipline or professional program from a recognized university, with a grade equivalent to a University of Toronto mid-B or better in the final year.

Program Requirements

- Coursework. Students must complete 5.0 full -course equivalents (FCEs) as follows:
  - Either LHA1102H Introduction to Community Development (0.5 FCE), to be taken at the beginning of the program.
  - At least 2.5 FCEs must be from the Adult Education and Community Development program.
  - One research methods course is recommended (0.5 FCE).

Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);
10 sessions part-time

Time Limit

3 years full-time;
6 years part-time

Doctor of Philosophy

Program Description

The PhD is a research-based thesis degree program which can be taken on a full-time or flexible-time basis. Designed to provide opportunities for advanced study in the theoretical foundations of adult education and community development and in the application of such knowledge to practice, the PhD focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street, and the virtual world ² any place where people come together to create social change. \ R X W K Z R P H Q ¶ V J U R X S V Except for the time to completion, requirements for both the full-time and flexible-time programs are the same. The department welcomes applicants with diverse but relevant backgrounds.

PhD Program (Full -Time Option)

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated

- LHA3102H+Doctoral Thesis Seminar (0.5 FCE), recommended to be taken in the first session of the program.
- At least 1.5 FCEs must be from the Adult Education and Community Development program. Students with little background in the area of Adult Education and Community Development may be required to complete an additional 0.5 FCE providing such background.
- At least one research methods course (0.5 FCE).

x Comprehensive requirement. Normally, a major paper between 7,000 and 12,000 words in length (including tables, figures, and references), which consists of a comprehensive discussion of one or more literatures and/or debates of significance to Adult Education and Community Development.

x Thesis.

x Students must register continuously and pay the full-time fee until all degree requirements have been fulfilled.

x Students cannot transfer between the full-time and

Course Code	Course Title
SJE1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications

Educational Leadership and Policy

Overview

The Educational Leadership & Policy (ELP) program is devoted to the study and development of policy, leadership, change, and social diversity in education. A combination of theory and practice assists students in developing skills, enabling them to cope with the complex demands of current education policies and procedures. The ELP program emphasizes PK-12 education in its research and teaching, and is designed to develop highly skilled educators, administrators, policy analysts, and academic practitioners. Within the program, students are able to explore the field more broadly or focus on one of four thematic strands: Policy, Leadership, Change and Social Diversity. Students have four degree program options within ELP: MEd, MA, EdD and PhD.

Master of Arts

Program Description

The MA program in Educational Leadership and Policy fosters the study of problems in leadership and policy with respect to educational programs, with an emphasis on elementary and secondary schools. It will best serve students who have a commitment to scholarship and research as a means of deepening their understanding of leadership action in schools or in other educational and service institutions.

The MA is available through both full-time and part-time studies. While experience in teaching and administration is not an essential prerequisite for admission, such experience provides a desirable background. The department welcomes applicants with diverse but relevant backgrounds.

Mini mum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult (G X F D W L R Q ¶ V D G G L W L R Q D O D G P L V V L R Q U H T X L U H P H Q W V V W D W H G below.
- An a S S U R S U L D W H E D F K H O R U ¶ V G H J U H H I U R P D U H F R J Q L] H G university in a relevant discipline or professional program, with a grade equivalent to a University of Toronto B+ or better in the final year.

Program Requirements

x Coursework. Students must complete 4.0 f]TJ ET36 W* n BSa (

MEd Program

- LHA3006H Data Analysis for the Education Doctorate-RM (0.5 FCE) or another research methods course.
- LHA3007H Literature Reviews for the EdD Program (0.5 FCE).
- LHA3040H People and Power in Organizations (0.5 FCE).
- LHA3041H Doctoral Seminar on Policy Issues in Education (0.5 FCE).
- Additional 0.5 FCE at the 3000 level or 6000 special topics level.

x Comprehensive examination. Successful oral defence of a written portfolio that emphasizes reflective practice.

x Thesis (dissertation in practice) proposal hearing.

x Thesis (dissertation in practice) : The thesis (dissertation in practice) is the culminating component of the Doctor of Education degree in Educational Leadership and Policy that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within or beyond a traditional educational setting, aimed at improving practice at local, regional, national, or international levels.

x Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.

x Students cannot transfer between the EdD and PhD programs.

Program Length

4 years

Time Limit

cohort with course syllabi adapted to reflect the international educational policy focus.
  - Attendance in an on-campus Institute will be required to allow face-to-face delivery of one course in each of Years 1, 2, and 3. The Institute will foster cohort engagement and exchange; orientation to the OISE professors, the University of Toronto, and the program.
  - All other courses will be offered online using synchronous and asynchronous modalities.
- Comprehensive examination. Successful oral defence of a portfolio that emphasizes reflective practice will be held using video-conferencing.
- Thesis (dissertation in practice) proposal hearing.
- Thesis (dissertation in practice): The thesis (dissertation in practice) is the culminating component of the Doctor of Education degree in International Educational Leadership and Policy that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within or beyond a traditional educational setting, aimed at improving practice at local, regional, national, or international levels.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (dissertation in practice), are completed.
- Students cannot transfer between the EdD and PhD programs.

Program Length

4 years

Time Limit

6 years

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Doctor of Philosophy

The PhD program in Educational Leadership and Policy fosters the study of problems in the administration and leadership of educational programs. It best serves students who are committed to scholarship and research as a means for deepening their understanding of leadership in schools or in other educational and service institutions.

The program offers both full-time and flexible-time options. While experience in teaching and leadership is not an essential prerequisite for admission, such experience provides a desirable background. The department welcomes applicants with diverse but relevant backgrounds.

PhD Program

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult Education's additional admission requirements stated below.
- An appropriate master's degree, from a recognized university in a relevant discipline or professional program, with a minimum standing equivalent to a University of Toronto A ±
- In addition to responses to the Faculty questions in the online admissions application, a supplementary writing sample is required, which will help the admissions committee to assess an applicant's readiness to succeed in rigorous coursework and to conduct systematic research for the PhD. Applicants typically submit a master's-level Major Research Paper or thesis as their writing sample. Applicants who do not have a Major Research Paper or thesis must provide a writing sample that showcases their ability to write clearly and analytically about educational issues. The admissions committee will look for evidence that applicants understand how to, or have the potential to, craft an academic document, display an ability to define a research problem, devise an appropriate focus for an inquiry, assemble and analyze evidence, and develop conclusions in a rigorous manner. Examples include a master's-level term course paper, a policy document, and a professional publication.

Program Requirements

- Coursework. Students must complete a minimum of 3.0 full -course equivalents (FCEs) as follows:
  - LHA3040H People and Power in Organizations (0.5 FCE).
  - 1.0 FCE in research methods, to be chosen in consultation with the faculty advisor (excluding LHA1004H, which may not be counted towards this requirement). Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of study.
  - At least 0.5 FCE at the 3000 level or the 6000 Special Topics level from the Educational Leadership and Policy program.
- Comprehensive examinatio n. Successful oral defence of a written portfolio that emphasizes reflective practice.
- Thesis proposal hearing.
- Thesis.

x

LHA1018H Political Skill in the Education Arena

Master of Arts

Program Description

The MA in Higher Education is a research-stream program that focuses on higher education as a field of study. It best serves students seeking the knowledge and research skills needed to pursue administrative and policy careers related to higher education. The MA program also prepares students to pursue doctoral studies in higher education and related fields.

The MA is available through both full-time and part-time studies. The department welcomes applicants with diverse but relevant backgrounds.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult (GXFDWLRQ¶V DGGLWLRQDO DGPLVVLRQ UHTXLUHPHQWV VWDWHG below.
- $Q DSSURSULDWH EDFKHORU¶V GHJUHH IURP D UHFRJQL]HG university with a grade equivalent to a University of Toronto mid-B or better in the final year.

bridge the understanding and collaboration of leaders across both sectors. Students move through the Higher Education field as a cohort and register part-time. Classes are generally offered in a compressed format to suit working professionals. Applicants are accepted to the field every other year.

Field: Student Development and Student Services in Higher Education

The Student Development and Student Services in Higher Education field is designed for student development and student services professionals who are seeking to acquire the knowledge and skills that are evidence- and experientially based to provide leadership in various types of postsecondary institutions.

Master of Education; Field: Education in the Professions

Program Descri ption

The Master of Education in Higher Education is a course-based, professional degree designed primarily for higher education professionals seeking to advance their understanding of the issues confronting their institution and the postsecondary system. It best serves students seeking research-informed knowledge on how colleges and universities work in order to pursue or advance administrative and policy careers related to higher education. The program can be pursued on a full-time or part-time basis.

Within the MEd program, the field in Education in the Professions is a course- E D V H G S U R I H V V L R Q D O P D V W H U ¶ V designed for individuals working in areas such as the health professions, law and law enforcement, engineering, and public services, who are planning a career in educational administration, teaching, and leadership. This field introduces the broader area of higher education as well as current issues and research methods in education research in the professions.

Two options are offered: 1) Coursework Only Option; and 2) Coursework Plus Major Research Paper Option. Students initially apply to and register in the Coursework Only Option. For registration in the Coursework Plus Major Research Paper Option, departmental permission is required.

Application Require ments

- x Current resumé.
- x Transcript(s) from each postsecondary institution attended.
- x One academic and one professional reference letter.
- x Responses to Faculty questions in the online D G P L V V L R Q V D S S O L F D W L R Q G H V F U L E L Q J W K H D S S O L F D Q W ¶ V motivation for wishing to take the program, as well as how previous qualifications and professional work experience support their interest in the program and the field.

Minimum Admission Requirements

- x Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult (G X F D W L R Q ¶ V D G G L W L R Q D O D G P L V V L below.
- x $ Q D S S U R S U L D W H E D F K H O R U ¶ V G H J U H university with a grade equivalent to a University of Toronto mid-B or better in the final year.

Program Requirements (Coursework Only Option)

- x Coursework. Students must successfully complete a total of 5.0 full -course equivalents (FCEs) as follows:
  - o LHA1803H Recurring Issues in Postsecondary Education (0.5 FCE), to be taken at the beginning of the program.
  - o 1.0 FCE in the Education in the Professions field.
  - o 1.0 FCE in the general Higher Education program.
  - o 0.5 FCE in research methods approved by the faculty advisor.
  - o 2.0 FCEs in electives.

Program Length

4 sessions full-time (typical registration sequence: F/W/S/F);
10 sessions part-time

Time Limit

3 years full-time;
6 years part-time

Program Requn-CAeqe gtsi* n BT /ak9s BT /Tek (e)3 (d

- 0.5 FCE in research methods.
-

Applicants are accepted every other year. This field is offered part-time only.

Application Requirements

- Current resumé.
- Transcript(s) from each postsecondary institution attended.
- One academic and one professional reference letter.
-

- LHA1803H Recurring Issues in Postsecondary Education (0.5 FCE), to be taken at the beginning of the program.
- 1.5 FCEs in Student Development and Student Services:
  - LHA1844H

The Doctor of Philosophy is available in two delivery models:

- Regular PhD stream: students are accepted every year into the full-time or flexible-time program.
- The Community College Leadership (CCL) Cohort: available in select years. The CCL Cohort is designed for emerging college leaders and focuses specifically on the college system. The CCL is mostly offered in compressed mode, mainly on weekends, to suit working professionals pursuing a flexible-time program. Applicants must specify their interest in the CCL Cohort in their responses to Faculty questions in the online admissions application.

The department welcomes applicants with diverse but relevant backgrounds.

PhD Program (Full -Time Option)

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Leadership, Higher and Adult (GXFDWLRQ¶V DGGLWLRQDO DGPLVVLRQ UHTXLUHPHQWV VWDWHG below.
- Relevant and acceptable MEd or MA. In individual FDVHV VWXGHQWV ZLWK D KLJKO\ UHOHYDQW PDVWHU¶V GHJUHH or other equivalent graduate degree may be admitted, but additional courses in Higher Education may be required.

all students master at least one substantive research area in Higher Education and have the capacity to

break. Each guest speaker

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

LHA1020H - Teachers and Educational Change

LHA1042H - Educational Leadership and Diversity

This is the second of two courses which explores the role of the principal, one of the most influential roles in our educational system. It provides a foundation for candidates assuming the role of principal or vice-principal in Ontario schools and is one component of ongoing professional learning focused on the development of the personal and professional knowledge, and the skills and practices that lead to exemplary practice in the role of principal. The program is designed to support candidates in becoming reflective educational leaders who are informed consumers of education research in their ongoing professional growth, and who can lead effectively in the dynamic, diverse contexts of Ontario, characterized by rapidly changing events and circumstances.

LHA1065H - Educational Equity and Excellence in International Comparison

Credit Value: 0.50

Numbers and data have a growing influence in educational policy-making at the local, national and international levels. Large-scale assessments are increasingly used for monitoring and accountability; UDQGRPL]HG FRQWUROOHG WULDOV DUH FRQVLGHUHG WKH µJROG VWDQGDUG¶ LQ DVVHVVLQJ WKH HIIHFWLYHQHVV RI LQWHUYHQWLRQV with important implications for resource allocation. This course is an introduction to the uses of quantitative research in comparative, international and development education. The goal is for students to be able to read, understand, critique and synthesize quantitative evidence, and to formulate policy recommendations on key educational debates. We will read empirical research on topics such as privatization of schooling, international large-scale assessments (PISA, PIRLS, TIMSS, etc.), school segregation, vocational education, decentralization, private tutoring and gender inequality. We will compare economic versus sociological approaches to quantitative comparative research in terms of major underlying theories and assumptions and how these guide methods and analyses. Students will learn how to evaluate which evidence is credible, including what to look for in high-quality sampling, measurement, assessment, analysis and interpretation. No background in statistics or quantitative research methods is required.

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

Credit Value: 0.50

Gender issues and gendered practices in education have global relevance and have received sustained scholarly and policy interest in northern and southern societies, as well as in the work of major international organizations such as the World Bank, the OECD, and various United Nations' agencies, bilateral donors, and transnational civil society organizations. This course will provide students with an opportunity to critically and comparatively explore different theoretical (e.g., feminist, womanist, Women in Development, Women and Development, Gender and Development, social change, education etc.) and discursive frameworks (e.g., human capital, human rights, human capabilities), policies and practices (e.g., Education for All, United Nations Girls' Education Initiative, affirmative action, single-sex education initiatives, feminist pedagogy etc.) that have constituted and shaped the broad and interdisciplinary field of gender and education over the last century. Given that the emphasis in this course is on "gender" as a socially constructed, performed, and contested identity(s), we will critically and comparatively investigate the educational opportunities, experiences and outcomes for girls, boys, women and men, as well as people identifying as non-binary, from early childhood to adulthood. Critical attention will also be given to the intersections of gender, race, class, age, and sexual orientation (among other categories of social difference) in relation to educational access, survival, output, and outcomes.

Exclusion: CIE6001H

LHA1100H - Introduction to Adult Education

Credit Value: 0.50

This course is designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include either LHA11 ET Q q 0 01.4(r)8 (')-8 (n)6 129 0.ity w(e)6 (n BT /TT

LHA1102H - Introduction to Community Development

Credit Value: 0.50

This course attempts to come to grips with the meaning of community development in a highly networked, increasingly information-dependent society. The course looks at such issues as the relationships between

LHA1108H - Adult Learning

Credit Value: 0.50

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

LHA1109H - Creative Empowerment Work with the Disenfranchised

Credit Value: 0.50

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

LHA1110H - Approaches to Teaching Adults

Credit Value: 0.50

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

LHA1111H - Working w ith Survivors of Trauma

Credit Value: 0.50

This course explores the nature(s) of trauma and the
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different ways of working with survivors. The emphasis is
on difference-different ty8 (o)6 (n)18 (rau7.38 668.45efn BT /TT1 1

LHA1114H - Commons, Community and Social Justice

Credit Value: 0.50

While our economic GDP is growing today via enclosure and destruction of the Commons, our human wellbeing and sustainability increasingly depend not only upon protection of the Commons (economic, ecological, cultural and electronic) but their extension in most areas of human experience. With the participation of all faculty members of the AECD Program, the course will be based on introducing students to the following: i) a history of Commons in societies; ii) conceptualization of Commons; iii) relevance of Commons for understanding adult education in relation to a variety of learning contexts and social issues. In this context, the course will specifically seek to explore the following dynamics of change: a) the F X U U H Q W L P S D-IF W R PRP IR µQ F V R¶ X Q D W H U H W P H D V X U H V R I wealth, well- E H L Q J D Q G µ G H Y H O R S P H Q W ¶ E. i F X U U H Q W commons- related education, policy and activism in economic, social, cultural and spiritual realms at the local, national and global levels; and c) theoretical and strategic debates among commoners and between commoners and F R U S R U D W H µ V K D U L Q J H F R Q R P \ ¶

LHA1115H - Learning for the Global Economy

Credit Value: 0.50

This course focuses on learning for the global economy. We will explore workers' learning which occurs during migration and as a result of the movements of global capital. In order to support the growing interconnectedness between workplaces located in different countries, organizations and states have developed strategies and programs which serve to "train" workers to engage in transnational interactions. Workers engage in a wide range of language, communication, and vocational training as a result of migration as well as through their involvement in global economic processes. We will explore what and how workers learn to conceptualize the "world as a single social space" (Robertson 2002) and the impact of this learning on their lives and communities.

LHA1119H - Creating a Learning Organization

Credit Value: 0.50

Peter Senge's concept of the Learning Organization has now been embedded in organizational thinking since 1990. Many organizations have struggled to create learning cultures with varying degrees of success and much has been discovered about the factors that contribute to or inhibit this success. In this course, we will look at the Learning Organization as Senge and others have conceived it through the lens of productive conversation. The course will employ a variety of learning strategies including student presentations, theory bursts and organizational simulation. As part of our process, we will examine our own ability to create a learning organization within the class and the impact that our conversations have on the quality of our own learning.

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

Credit Value: 0.50

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within such settings as schools, private sector organizations, community groups, hospitals. Suitable projects may include (but are not limited to) the development of curriculum, programs or online resources, the organization and/or delivery of courses and workshops, and the evaluation of teaching materials and programs. Weekly discussions will provide for support, feedback and reflection.

LHA1142H - Young Adul thood in Crisis: Learning, Transitions and Activism

Credit Value: 0.50

This course focuses on the experiences of a generation of young adults who have come of age under the auspices of fiscal crisis, austerity and massive shifts in social policies landscapes, and recent upheavals and mobilizations against the state across North and South America, Europe, the Middle East, and Africa. Young adults today are uniquely positioned within the cultural, economic, and policy landscapes of growing conditions of social and material insecurity. Compared to adolescence, which is a much-researched area of educational scholarship, young people who are "emerging" or "young" adults are an under-researched population. Emerging adulthood

households and rlationsh

contemporary alternative economic arrangements (such as worker cooperatives and numerous forms of self-managed community initiatives), the social and solidarity economy, and environmental and social movements prefigure the expansion of economic democracy and social change while they, at the same time, directly contest the ongoing crisis spawned by neoliberal capitalism. The course applies theory to practice via multiple case studies from the global North and South and student' own experiences with work and participative organizations in the for-profit, not-for-profit, and public sectors. Throughout, the course interlaces explorations of workplace, organizational, and economic democracy with critical adult learning theory and practice.

LHA1149H - Precarity & Dispossession: Urban Poverty and Rebel Cities

Credit Value: 0.50

Some of the most pressing problems affecting community wellness can be traced to how stable infrastructures are eroding, resulting in underemployment, insecure housing,

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

LHA1180H - Indigenous Worldviews: Implications for Education

Credit Value: 0.50

This course will provide a deeper understanding of Aboriginal worldviews and an appreciation of how this knowledge can enhance teaching, learning and research. Learners will examine philosophical views shared by Aboriginal people while honoring a diversity of identities, culture, language, and geographic locations. Course content may include Aboriginal cognitive styles, values and ethics, traditional teachings and indigenous methodologies. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators and researchers.

LHA1181H - Embodied Learning and Alternative Approaches to Community

LHA1184H - Indigenous Knowledge: Implications for Education

Credit Value: 0.50

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

explore Internet resources that may be used in conjunction with traditional community development and

LHA1816H - Sociology of Higher Education

Credit Value: 0.50

This course applies key sociological theories and concepts to issues in higher education. The course examines both how society affects access to and outcomes of higher education, and conversely, how higher education has played a role in forming modern societies. Topics include: the role that higher education plays in social mobility, social reproduction, and the production of elites; faculty labor, knowledge production and dissemination; and, student campus life and identity formation. The course draws on various sub-fields in Sociology, including Social Stratification, the Sociology of Education, Sociology of Organizations and the Sociology of Knowledge.

Exclusion: LHA5807H ±Special Topics code, previously used for this course

LHA1818H - Politics of Higher Education

Credit Value: 0.50

This course examines the field of higher education through a political lens and covers relations between higher education institutions and states, between institutions, and within institutions. The aim is to introduce students to the fundamental assumptions and applications of political theories as they relate to international, national, organizational, and individual levels of analysis. Topics covered during this course include political theory, political dynamics, sources of power, and political behaviour. These are in turn used to analyze current debates and events in higher education such as higher education as a public or a private good, academic freedom, accountability, internal governance, leadership and administration, and labour relations.

Exclusion: LHA5806H

LHA1819H - Governance in Higher Education

Credit Value: 0.50

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

LHA1822H - Teaching and Learning in Higher Education

Credit Value: 0.50

This course develops an understanding of the principles of teaching and learning in higher education, and it develops skills in the practice of teaching in higher education.

Exclusion: LHA5809H

LHA1823H - Scholarship of Teaching and Learning

Credit Value: 0.50

This course introduces the scholarship of

LHA1826H - Comparative Higher Education

Credit Value: 0.50

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

LHA1828H - Evaluation in Higher Education [RM]

Credit Value: 0.50

This course investigates the theory and practice of evaluation in higher education, including admissions processes, assessment of student learning, student evaluation of teaching, and program and institutional evaluation. By the end of the course, students should be able to explain purposes and principles of evaluation; critique uses of evaluation in higher education; apply evaluation principles in higher education; create and critique logic models, change models, and action models for higher education programs; plan evaluations of higher education programs; and discuss ethical issues in evaluation.

LHA1834H - Qualitative Research in Higher Education [RM]

Credit Value: 0.50

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionish, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic for feedback and referral to relevant literature.

LHA1835H - Logics and Strategies of Case Study Research (RM)

Credit Value: 0.50

This course examines the logics and strategies of case study research used in the social sciences, as well as their applications to higher education and related fields. The main goal of the course is to help students develop skills for designing, conducting, evaluating, and critiquing case studies. Hand-on activities and intensive reading and discussion are employed towards helping students achieve this goal. This course is designed for graduate students who are interested in conducting case study research as part of their thesis projects and/or future academic and professional work. While the course uses themes related to higher education, this course is appropriate to graduate students from other fields who have had an introduction to qualitative research.

LHA1836H - Critical Analysis of Research in Higher Education [RM]

Credit Value: 0.50

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.

LHA1843H - Higher Education and the Law

Credit Value: 0.50

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

LHA1844H - The Student Experience in Postsecondary Education

Credit Value: 0.50

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad forms of literature/documentation that addresses various components of the student experience. A particular focus of this course will be on exploring the various outcomes of postsecondary education and examining forms of assessing the various student (h)-18 (e)6 (v)3 (a)6 (r)8 (io)-21 asse expostsecondary educa.the

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LHA1853H - Introduction to Student Services

Credit Value: 0.50

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.

LHA1854H - Student Development Theory

Credit Value: 0.50

This course examines the origins, present status, challenges and future directions of student development within the context of higher education in western society. Sessions will review the evidence from research and practice that identify key factors influencing student development in postsecondary education. Discussions will focus on the changing nature of students in higher education, the role of institutional policy, structure and function in facilitating student development and pathways to student success and retention. In addition, the social, psychological and cultural foundations of the student personnel movement as well as the role and functions of student services staff in colleges and universities will be examined.

ture, ethnicity, gender, sexual orientation,

disability, and spirituality can influence development.

with students. We will not do so without a critical examination of the theories.

LHA1 Prerequisite:

version of this course are prohibited from taking LHA3003H.

LHA3004H - Research Literacy for the EdD Program

Credit Value: 0.50

This course will assist students in learning how to find, understand, share and act on research in their doctoral studies and their professional work. The course will include consideration of the nature of research literacy; the concepts and practices of finding, understanding, sharing and acting on research; developments in education research philosophies, paradigms, stances and methods; strategies for critiquing and citing research; design and use of literature reviews, syntheses and meta-analyses; and communicating and presenting research reviews.

LHA3005H - Introduction to Research Methods for the EdD [RM]

Credit Value: 0.50

The purpose of this course is to provide students in the Educational Leadership and Policy Program's EdD cohort with exposure to and practice in a range of research design and data collection methods for applied research: educational change case studies and comparative case studies; qualitative, ethnographic tools for educational inquiry; systematic analysis of policy documents; survey research; quantitative analysis of school, system, or other organization administrative data.

Prerequisite: LHA3004H Research Literacy for the EdD Program (applies to Regular ELP EdD Students only)

LHA3006H - Data Analysis for the Education Doctorate [RM]

Credit Value: 0.50

This course is one of the core courses in the Educational Leadership and Policy Program EdD program and provides students with the opportunity to learn and practice the data analysis approaches most appropriate for studying problems of practice. In this course students will work on coding and organization of qualitative and case study data and policy documents; presentation of findings from survey research and quantitative examination of administrative data. This course also requires students to examine a wide range of knowledge mobilization strategies and to link those strategies to their projects.

Prerequisite: LHA3005H Introduction to Research Methods for the EdD

LHA3007H - Literature Reviews for EdD Program

Credit Value: 0.50

This course will provide students with the skills and knowledge needed to synthesize academic literature. In particular, it will provide students with the opportunity to become familiar with the philosophy, assumptions, characteristics and methods of reviewing literature in education and the social sciences. It will expose students to theories about how literature should be reviewed and provide them with the opportunity to develop their own reviewing skills.

Prerequisite: LHA3004H Research Literacy for the

and responsibilities. Focus on current issues, legislative and common law precedents.

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

Credit Value: 0.50

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

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

Credit Value: 0.50

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

LHA3042H - Field Research in Educational Leadership and Policy [RM]

Credit V alue: 0.50

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.

LHA3044H - Internship/Practicum in Educational Leadership and Policy

Credit Value: 0.50

An advanced administrative experience, primarily for EdD 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.

LHA3047H - Research Seminar on Leader ship and Educational Change

Credit Value: 0.50

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

LHA3052H - Individual Reading and Research in Educational Leadership and Policy: Doctoral Level

Credit Value: 0.50

Course description same as 1052H.

LHA3064H - Global Governance and Educational Change: the Politics of International Cooperation in Education

Credit Value: 0.50

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the

activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnational advocacy and NGO networks in education.

Prerequisite: LHA3180H

LHA3102H - Doctoral Thesis Seminar (Pass/Fail)

Credit Value: 0.50

This seminar is designed for first or second year doctoral students. It will explore key elements of the doctoral studies journey: crafting a researchable topic, developing a thesis proposal, choosing a committee, planning for comprehensives, fostering effective writing strategies, planning for publication. Required activities will include one final piece of writing related to proposal development. This is a required course and if you cannot fit it into your schedule, please contact the instructor.

LHA3104H - Adult Education, Marxism and Feminism

Credit Value: 0.50

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

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

Credit Value: 0.50

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines and forms are available from the website:http://www.oise.utoronto.ca/ro/UserFiles/File/Graduate%20Registration/Individual_ReadingResearchCourse_-_OISE_2014.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.

LHA3803H - Doctoral Seminar: Recurring Issues in Postsecondary Education

Credit Value: 0.50

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

LHA6000H - Special Topics in Educational Leadership and Policy: Doctoral Level

Credit Value: 0.50

This course permits the study of specific topics or areas in educational administration 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.

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

Credit Value: 0.50

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

LHA6800H - Special Topics in Higher Education: Doctoral Level

Credit Value: 0.50

Course description same as LHA5800H.

WPL1131H - Introduction to Workplace Learning and Social Change

Credit Value: 0.50

This course will introduce students to work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this course. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the course allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and social policy phenomenon. Finally, a third objective of the course is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

WPL2944H - Sociology of Learning and Social Movements

Credit Value: 0.50

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory that to date have encountered one another only rarely and when so, virtually always inadequately. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, out [(&)-7 ((s)-24 (e)l (il)-5is)-2 (8

capacity in students to carry out research on various aspects of work, learning and social change. In doing so, students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of ''workplace learning'' and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area. The course will include exploration of advanced case study research as well as

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 the humanities, or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

Program Requirements

- Coursework. Students must complete 3.0 full -course equivalents (FCEs) as follows:
  - Subject to consultation with a faculty advisor, SJE1903H Major Concepts and Issues in Social Justice Education (0.5 FCE) is recommended.
  - 2.5 other FCEs, of which at least 1.5 FCEs must be SJE courses.
  - Students who are registered in an optional collaborative specialization may apply to have their SJE course requirement reduced by 0.5 FCE.
  - Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.
  - Additional courses may be required of some students, and some students may be required to take specified courses in research methods and/or theory.
- Students complete a thesis which may lay the groundwork for doctoral research.

Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);
10 sessions part-time

Time Limit

3 years full-time;
6 years part-time

Master of Education

Program Description

The Department of Social Justice Education (SJE) welcomes applicants with diverse, relevant backgrounds. The Master of Education (MEd) program can be taken on a full-time or part-time basis.

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

- Coursework Only Option
- Coursework Plus Major Research Paper (MRP) Option
- Coursework Plus Thesis Option (admissions have been administratively suspended)

Students who are accepted into the MEd program are automatically assigned to the Coursework Only Option. On rare occasions students can transfer to the Coursework Plus Major Research Paper Option after they begin their program and have secured an SJE faculty supervisor for the MRP or thesis.

MEd Program (Coursework Only Option)

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 MEd program requires an appropriate bachelor's degree from a recognized university, with a standing equivalent to a University of Toronto mid-B or better in the final year.
- Applicants must have the equivalent of 12 months of professional experience.
- Applicants must submit the following through the online application system; incomplete applications may be subject to processing delays or rejection:
  - A careful response to all Faculty questions in the online admissions application that demonstrates intellectual interests and concerns relevant to the humanities, or social sciences, and social justice in education as well as reasons for undertaking a program in the department. Include 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; the second letter of reference may be written by a work or community-based supervisor.
  - At least one sample of written work that demonstrates engagement with the humanities or social sciences, and social justice in education.
  - Resumé that provides clear and complete information about the applicant's work or field experience related to their proposed studies.

Program Requirements

- Coursework. Students must complete 5.0 full -course equivalents (FCES) including:
  - Subject to consultation with a faculty advisor, SJE1903H Major Concepts and Issues in Social Justice Education (0.5 FCE) is recommended.
  - At least half of the FCEs in an MEd program must be SJE courses.

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- Thesis (dissertation in practice). Students submit a thesis and defend it at a Doctoral Final Oral Examination . The thesis (dissertation in practice) is the culminating component of the EdD degree in Social Justice Education that shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. Specifically, the thesis (dissertation in practice) is expected to be the product of original research, designed and implemented in the form of an innovative, impactful, and potentially sustainable plan, policy, guideline, advocacy or activism model, relevant to an educational setting, broadly defined, and aimed at improving practice on a local, regional, national or international scale.
- 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. Once enrolled full-time, students must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis, are completed.

Program Length

4 years full-time; 6 years part-time

Time Limit

6 years full-time; 6 years part-time

Doctor of Philosophy

Program Description

The PhD degree program is designed to provide opportunities for advanced study, original research, and theoretical analysis. The PhD program can be taken on a full-time or flexible-

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failure will result in the recommendation for termination of the student's registration.
- Comprehensive exams will be graded on a pass or fail basis.

x 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 /TT0 10 Tf 46.27 e

Doctoral Level

Qualitative research is a mode of systemic inquiry that utilizes various interpretive and critical genres to understand- and often change- complex social phenomena. This course examines the field of qualitative inquiry focusing on the epistemological and practical aspects of a plethora of data gathering techniques such as ethnography, phenomenology, oral history, participatory action research, focus groups, program

This course explores the extent of racialized violence, provides a theoretical approach for understanding it, and considers appropriate anti-violence strategies. How should educators respond to the world post 911? Are we in a new age of empire? What is the connection between historical moments of extraordinary racial violence and our everyday world? How do individuals come to participate in, remain indifferent to or approve of violence? This course offers researchers and educators an opportunity to explore these broad questions through examining historical and contemporary examples of racial violence and the law.

SJE1924H - Modernization, Development, and Education in African Contexts

individual and group identities, shaping the way in which students come to see themselves in an educational setting and beyond. Teacher identities, student identities, and the identities of the wider community in which they learn are all very much entangled.

The readings in this course are drawn from philosophy and other disciplines. We will consider some of the contributions made to our understanding of identity by Western liberal thought, psychoanalysis, feminist and queer theory, anti-racist education, and more. Film and other source materials will also be used.

SJE1972H - Contemporary Ethical Issues in Schooling and Education

Credit Value: 0.50

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SJE1975H - Indigenous Settler Relations Issues for Teachers

Credit Value: 0.50

This course names and considers the role of Canadian educators in transforming classroom-based, pedagogical, research-oriented, and programmatic initiatives aimed at settler, arrivant, and migrant/ Indigenous relationships-building and -rejuvenation. It invites teachers and administrators in particular to mobilize recent calls by the Association of Canadian Deans of Education (2010) and the Truth and Reconciliation Commission (2015) to address the possibilities of colonial reparations and reconciliation. Issues addressed include: the 'Non-Indigenous Learner and Indigeneity,' and how to 'build student capacity for intercultural understanding, empathy, and mutual respect.'

The course addresses scholarly criticisms regarding the invitation to 'cultural competence' and 'sensitivity training' in services delivery and educational contexts. It also addresses current and past histories of settler colonialism, multiculturalism, and Indigenous education in Canada. Attention is paid to anticolonial pedagogy and practice, as well as Indigenous perspectives on sovereignty, relationships and governance.

The readings in this course are drawn from Critical Indigenous Studies, Critical Pedagogy, as well as other disciplines. Films, guest speakers, and other source materials are used.

SJE1976H - Critical Media Literacy Education

Credit Value: 0.50

This course positions students for successful teaching and curriculum design in the area of critical media literacy education. The course introduces students to major theoretical paradigms in the field, illuminating shifting debates, changing pedagogical and political objectives, and the growth of the field over time. The course explores important concepts and theories related to media usage and media production in relation to teaching and pedagogical practice. These include media psychology in the classroom, the links between media-based creativity, education and social forms, the politics of media production, and the role of decolonization, internationalization and globality in this field. The course will introduce mul6 (u)6 HMng

transgender, queer, Indigenous, racialized and disabled students from the perspective of transnational and feminist theories relating violence to 'gender' and 'sex' constructs, power inequalities, patriarchal structures, state ideologies, colonization, organization of institutions, and socialization of individuals and social groups. The course connects feminist knowledges pertaining to violence to the material and cultural realities of higher education in countries around the world, including Canada, the United States, Japan, Australia, Russia, Nigeria, Chile, South Africa, and Spain. The course examines further the cultural, political and ideological properties of widely-implemented violence prevention programs on college and university campuses worldwide, inviting students to assess critically the successes and limitations of these programs against student and faculty needs and in relation to the root causes of sexual, racial and gender-based violence. The course further introduces students to under-studied and undertheorized forms of institutional violence in higher education such as lack of supports for mothers, emotional labour of social workers investigating incidents of violence and supporting survivors, as well as the debated issue
of universities' responsibility for students subjected to domestic violence.

Along the way, the course explores positive practices in research on sexual and gender-based violence in education linking research on prevalence and prevention to international bodies and practices such as the United Nations and the World Health Organization.

The course readings and assignments will position graduate students specializing in social justice education for successful research and writing in this area of study, encouraging especially studies of novel and evidence-based violence prevention paradigms that support safe higae (g)6 (n)-l col raanization.

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

SJE2030H - Disability Studies and the Human Imaginary

Credit Value: 0.50

7KLV FRXUVH WKHRUL]HV WKH PHDQLQJ RI ³KXPDQ ´ ,W GRHV VR by developing conversations between disability studies and key theorists who have raised the question of the human imaginary, herein regarded as culturally structured LPDJHV WKDW JRYHUQ SHRSOH¶V LQWHUDFWLRQV $V D ZD\ WR guide our understanding of the restricted character of the human imaginary resulting from colonial/settler power, we turn to various scholars (including Sylvia Wynter, Thomas King, Frantz Fanon, W.E.B. DuBois, Audre Lorde, Paul Gilroy, Maurice Merleau-Ponty, Harold Vizenor, Hannah Arendt, Edward Said, Ralph Ellison, Austin Clarke, Octavia Butler). Bringing disability studies praxis into conversation with these writers, the course will trace the meaning made of the human through two questions. Fll6 (t)-21 (h)6 (e)6 (h)9 (u)-18 (m)8 (a)6 (n)6 (t)-18 (h)c8 re W* n B5 347.6 T

SJE3914H - Anti

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

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

- Developing understanding of the diversity of Indigenous peoples locally, nationally, and globally. This includes diverse cultural, spiritual, and political structures, and place based relationships that shape approaches to knowledge production and education.
- Increasing understanding of the history of colonization projects in Canada and around the world and their impacts on Indigenous peoples

First Nations House
First Nations House (FNH) serves Indigenous students across the University of Toronto offering culturally relevant services to support academic success, personal growth and leadership development.
Telephone: 416-978-8227
Website: www.fnh.utoronto.ca

Traditional Teachers & Supports
2,6(¶V ,QGLJHQRXV (GXFDWLRQ 1HWZRUN ,(1 DQG WKH 8QLYHUVLW\ RI 7RURQWR¶V)LUVW 1DWLRQV +RXVH)1+ KDV relationships with a number of Elders and Knowledge Keepers. Please contact the IEN and/or FNH for more information about drop in hours and other programming offering traditional teaching and support.

For further information about Indigenous Education initiatives at OISE, cont act the OISE Indigenous Education Network:
Alexis Daybutch
Indigenous Education Network Coordinator
Email: ien@utoronto.ca

For more information and examples about Minimum Degree Fees, please visit the website of the Registrar's Office and Student Experience Registration and Fee Information.

* The program length of most MEd programs is 1.5 years; the exception is the MEd in Counselling Psychology with a program length of 2 years. The Minimum Degree Fee (domestic) for the MEd in Counselling Psychology, started in 2021-22 is 2.0 multiplied by $10,070 = $20,140.

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

Outstanding Fees and Other University Obligations

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

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

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Depending on your program of study, there are a number of sources of support for OISE students.

OISE Graduate Funding Package

OISE offers funding packages to registered students in the first year of full-time non-professional MA programs and for the first four years* of study in the PhD program (excluding the Flexible-time PhD). This financial package LV SDUW RI 2,6(¶V RQJRLQJ FRPPLWPHQW WR VXSSRUW VWXGHQWV to be successful, and is intended to help offset the costs of graduate education.

It is currently estimated that the minimum value of the 2022-23 funding package will be at least $24,980 (including tuition and incidental fees); in the case of international students, UHIP will also be covered.

This Funding Package may be comprised of external scholarships, OISE fellowships, funding grants, and/or employment opportunities. Funding packages are subject to terms and conditions. It is a student responsibility to ensure that they are fully aware of the terms, conditions and procedures pertaining to the Graduate Funding Package as found on the OISE Graduate Student Funding website.

*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 the first two 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.

Scholarships, Awards and Bursaries

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

currently valued at $20,000. Scholarships of $35,000 are also available to students with high academic merit.

Application forms are available at SSHRC website .

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 in early fall on the OISE Graduate Student Funding website.

or protected persons may be eligible for financial assistance from their provincial or territorial governments.

2022-23 OSAP Applic ations became available starting May 2022 on the OSAP website .
Returning Students: To be eligible for Tuition Fee Deferral, students should apply by May 31, 2022.
New Students: Apply for OSAP by the middle of May 2022.

Application processing time

OSAP processing time can vary from 3 to 8 weeks depending on the time of the year and the nature of the VWXGHQW¶V DSSOLFDWLRQ (UURUV RXWVWDQGLQJ GRFXPHQWV DQG PLVVLQJ LQIRUPDWLRQ UHODWHG WR WKH VWXGHQW¶V DSSOLFDWLRQ can lengthen the processing time, so apply early.

Loan status

Students can check the status of their loan processing by logging in to the website of the National Student Loans Service Centre or by phone at 1-888-815-4514.

Application deadline

The deadline for submission of an OSAP application is 60 days prior to the end of the study period (for two terms). For a one term enrolment the application deadline is within the first 30 days after the start of classes.

NOTE: Part-time students can apply for OSAP support to help cover the cost of tuition.

Professional Masters Financial Aid (PMFA)

Once OSAP assesses financial need and awards assistance to students up to their maximum allowed, students may have an "Unmet Financial Need".

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Since the publication date of June 16, 2022, the following updates were made to the Bulletin.

Administrative Officers

- The listing of the Department Associate Chair for Leadership, Higher and Adult Education was modified. (Updated Aug 26, 2022)
- The listing of staff at the Registrar's Office and Student Experience was modified. (Updated Aug 26, 2022)
- The listing of Canada Research Chairs was modified. (Updated October 20, 2022)
- The Ontario Research Chair was modified. (Updated October 20, 2022)

Applied Psychology and Human Development

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