

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

Graduate Studies in Education

Registrar's Office, Graduate Studies Unit
Ontario Institute for Studies in Education
of the University of Toronto

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Important Notices

Applications/Admissions

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

Changes to Fees

At time of publication, the 2005/2006 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 189 - 191, are from the 2004/2005 schedule. The University reserves the right to alter the fees and other charges described in this *B lletin*.

Changes in Programs of Study and/or Courses

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

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

Copyright in Instructional Settings

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

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 - 15). There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

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

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs of study, courses, or sections listed in the *B lletin*, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 31 - 32.

Full-Time/Part-Time Course Load

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

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the *School of Graduate Studies Calendar* or visit their Website <www.sgs.utoronto.ca>.

History and Function of OISE/UT

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its five departments: Adult Education and Counselling
Es

School of Graduate Studies

Susan Pfeiffer, Ph.D.

Suset6er, Ph.D.

TBA

Liaison Officer, Graduation

Heather Haslett, B.A.

Liaison Officer, Admissions

Christine Fung

Liaison Officer, (AECF, HDAP and CTL - M.T.)

Linda Pereira

Liaison Officer, (CTL)

F

Sessional Dates and Deadlines

2005 continued

May 13	Grade submission date for 2005 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 13	Deadline for SDF designation for 2004 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 23	Victoria Day (University closed)
June 1	June Convocation - M.A., Ph.D. (2:30 pm)
June 2	June Convocation - M.Ed., Ed.D. (2:30 pm)
June 3	Deadline for dropping 2005 Summer Session, first term courses
June 3	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, second term
June 10	Deadline for adding 2005 Summer Session, second term courses without instructor's approval . After this date, instructor's approval at the beginning of classes is required
June 13	Last day of 2005 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2005 Summer Session, second term courses
June 17	June Convocation - M.A.(T), M.T. (9:30 am)
June 30	Deadline for dropping 2005 Summer Session, May to August courses
July 1	Canada Day (University closed)
July 4	Lectures begin for the 2005 Summer Session, second term
July 5	Deadline for M.Ed., M.A.(T), and M.A. (Child Study and Education) students to request convocation in the Fall if all degree requirements will be completed in the 2005 Summer Session
July 8	Deadline for registration, without late fee, for 2005 Summer Session, second term
July 8	Final date to request a deferral of admission from the 2005 Summer Session to the 2006 Summer Session
July 15	Deadline for adding 2005 Summer Session, second term courses
July 29	Deadline for dropping 2005 Summer Session, second term courses
July 29	Grade submission date for 2005 Summer Session, first term courses . Grades will be available on ROSI (via SWS) approximately one week after this date
July 29	Deadline for adding 2005 Fall Session and full-year courses, without instructor's approval . After this date, instructor's approval at the beginning of classes is required
August 1	Civic Holiday (University closed)
August 5	Final date for special students to submit application form with all pertinent documentation for application to 2005 Fall Session
August 15	Last day of 2005 Summer Session, second term lectures

2005 continued

August 31	Recommended date for payment of fees for the 2005/2006 academic year
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2005 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 5	Labour Day (University closed)
September 12	Lectures begin for the 2005 Fall Session and full-year courses
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at November Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 16	Deadline for 2005/2006 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 16	Final date to request a deferral of admission from the 2005 Fall Session to the 2006 Fall Session
September 13	<u>(Revised Date)</u> Grade submission date for 2005 Summer Session, second term courses . Grades will be available on ROSI (via SWS) approximately one week after this date
September 13	<u>(Revised Date)</u> Deadline for SDF designation for 2005 Winter Session courses to be changed to a regular grade, an INC or a failing grade
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at November Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit <ul style="list-style-type: none"> • For Ph.D. - at least nine working weeks before this date • For Ed.D. - at least seven working weeks before this date
September 30	Deadline for adding 2005 Fall Session and full-year courses
September 30	Deadline for students whose degrees are to be conferred at November Convocation to submit the final Ph.D. or Ed.D. thesis
October 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
October 10	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if all degree requirements will be completed in the 2005 Fall Session
November 1	Final date to request a change of start date from the 2005 Summer Session or the 2005 Fall Session to the 2006 Winter Session
November 4	Deadline for withdrawing from 2005 Fall Session courses without academic penalty
November 4	Final date for Special Students to submit application forms with all pertinent documentation for application to the 2006 Winter Session
November TBA	November Convocation - Ed.D., M.Ed., M.A.(T), M.T.
November TBA	November Convocation - Ph.D., M.A.

- December 1 Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
- December 1 Deadline for receipt of applications for a 2006 Fall Session and 2007 Winter Session Graduate Assistantship (for full-time study only)
- December 12 Last day of lectures for the 2005 Fall Session
- December 12 Deadline for adding 2006 Winter Session courses, **without instructor's approval**. After this date,

2006 continued

February 15	Deadline for M.Ed. M.A.(T), and M.A. (Child Study and Education) students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2006 Winter Session
March 3	Deadline for withdrawing from the 2006 Winter Session and full-year courses without academic penalty
March 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
March 13-17	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21-24	Course selection information will be available for continuing students, for the 2006 Summer Session, 2006 Fall Session and the 2007 Winter Session
April 7	Final date for Special Students to submit application forms with all pertinent documentation for application to 2006 Summer Session, first term
April 13	Last day of 2006 Winter Session and full-year lectures
April 14	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit <ul style="list-style-type: none"> • For Ph.D. - at least nine working weeks before this date • For Ed.D. - at least seven working weeks before this date
April 28	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, second term, and the 2006 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
May 16	<u>(Revised Date)</u> Grade submission date for 2006 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 16	<u>(Revised Date)</u> Deadline for SDF designation for 2005 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 22	Victoria Day (University closed)
June 2	Final date for Special Students to submit application forms with all pertinent documentation for application to 2006 Summer Session, second term
June TBA	June Convocation

Travaux et Thèses en Français

La plupart des cours qu'offre l'Institut d'études
pédagogiques de l'Ontario de l'Université de Toronto sont

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

Flexible-time Ph.D.

F

Parental Leave

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT funding may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The Office of Student Services will be able to provide further details on this.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

Leave for Health Problems or Personal Circumstances

Graduate students whose degree programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of

eligible study (for health or personal circumstances) (0.2749 OISE/C) 11.9ree-s9 0 TD rsittISE/vices wran9time 2(or fuTjnw (la

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: www.rosi.utoronto.ca

Exceptions

The Additional Qualification Program for Educators

Requests for transcripts should be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

Requests for transcripts for the following programs should be made directly to the respective division.

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

At the time of printing this *Bulletin*, the charge for a transcript is \$10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 191 and 204.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education Prerequisite

Note that the report is valid for 6 months only. Questions regarding a criminal record report which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Definitions

AQ: Additional Qualifications for Educators

MRP: Major Research Paper

QRP: Qualifying Research Paper

SGS: School of Graduate Studies

Admission Requirements

- a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

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

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

- b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

Degree Requirements

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

- a) **A one-year degree program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.
- b) Candidates admitted to an extended program of study (**one and one-half years**) on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be

required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

- c) Candidates admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.
- d) A thesis. All M.A. candidates, with the exception of the two-year Child Study and Education Program which does not require a thesis, must have their thesis committees officially formed as follows:
- ◆ **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
 - ◆ **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the *OISE/UT Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

- e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information

g) Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required

- b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.
- c) Because the degree program is intended primarily for experienced professionals in the Ontario educational

Doctor of Philosophy (Ph.D.)

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

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

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 28 regarding the flexible-time Ph.D.**

NOTE: Transfer to the flexible-time Ph.D. is not normally permitted.

Admission Requirements

- a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 169.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

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

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

doctoral program. Please consult the *OISE/UT Guidelines for the QRP*, available from the Registrar's Office, Graduate Studies Admissions Unit or from www.ro.oise.utoronto.ca.

- c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the *OISE/UT Guidelines for the QRP*, available from the Registrar's Office, Graduate Studies Admissions Unit or from www.ro.oise.utoronto.ca.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

- a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a **'Leave of Absence Form'** requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

- b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**
- c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

- d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.
- e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the *OISE/UT Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

- f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.
- g) All requirements for the Ph.D. degree program must be completed **within six years** of first enrolment as a Ph.D. candidate.

Flexible-time Ph.D. Degree Programs

The Ph.D. programs in Adult Education and Community Development, Educational Administration and Higher Education may be undertaken on a "flexible-time" basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment or other professional work is related to their intended field of study and research interests. The flexible-time Ph.D. differs from the full-time Ph.D. in design, delivery and

funding. All requirements for the flexible-time Ph.D. are the same as those for the full-time Ph.D. Students who are considering the flexible-time Ph.D. should ensure that they will have adequate time on campus to attend classes and to fulfil the academic requirements of a Ph.D. program. Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their Department's approval.

Students admitted to a flexible-time Ph.D. program are not eligible for OISE/UT Graduate Student Financial Support, nor can they transfer to the full-time Ph.D. Graduate Student Financial Support cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current SGS Calendar, available at www.sgs.utoronto.ca. In addition, applicants are strongly encouraged to contact the department (e.g. Program Coordinator) for details.

Special Students

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may not apply for admission to a degree program at a later date.

Applicants to Degree Programs

1. Application for Admission

Although based on the Web, the application is a self-administered application. Applicants are required to gather all relevant documentation and submit it together with completed application forms, all in hardcopy, to the Registrar's Office, Graduate Studies Admissions Unit. Application forms and supporting documentation cannot be submitted electronically. It is essential to include two copies of each item (with the exception of the sample of written work).

- ◆ **Complete applications** will be processed upon receipt.
- ◆ **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Application Forms and Further Information

For application information and forms, visit the Registrar's Office Website: www.ro.oise.utoronto.ca

If you require further information, contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 1, 2004**, for registration in the 2005/2006 academic year.

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

If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 4, 2005	for 2005 Summer Session First Term (May)
May 6, 2005	for 2005 Summer Session Second Term (July)
May 6, 2005	for 2005 Fall Session (September)
October 7, 2005	for 2006 Winter Session (January)

NOTE: The deadline for application for the 2006/2007 academic year will be December 1, 2005.

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

All applicants (excluding those currently registered in an OISE/UT master's program and continuing into an OISE/UT doctoral program) must submit with their application the Non-refundable Application Fee plus the Registration in the 2005/2006 academic year. For more information, contact the Registrar's Office at 416-923-6641 ext. 2663 or visit the Registrar's Office Website at www.ro.oise.utoronto.ca.

◆ A

◆ **The Certificate of Proficiency in English (COPE)**

COPE Testing Limited
429 Danforth Avenue

◆ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

Applicants who have been awarded an OISE/UT Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 22 - 28.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Jack Quarter, Ph.D. (Toronto)

Professor, Associate Chair, cross-appointed to Sociology and Equity Studies in Education
(nonprofits and co-operatives within a social economy framework; Projects: measuring volunteer value; social investment of labour-based pension funds, with a focus on labour education; the conversion of public housing to co-operatives; Interests: the intersection between labour studies and adult education; community development and workplace and economic democracy)
 jquarter@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)

Associate Professor
(adult education history, policy and theory; popular education; citizenship education; participatory democracy; political learning and civic engagement of immigrants; informal learning of volunteer workers; comparative education; political economy of education, with a focus on Latin America)
 dschugurensky@oise.utoronto.ca

Jennifer Sumner, Ph.D. (Guelph)

Assistant Professor
(critical pedagogy; environmental adult education; sustainability; globalization; rural communities; and organic agriculture)
 jsumner@oise.utoronto.ca

◆ **Associated Instructors**

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

Consultant: organizational learning and change
 dabbeylivingston@oise.utoronto.ca

Isla Carmichael, Ph.D. (Toronto)

Senior Researcher and Educator, Ontario Public Service Employees' Union; Negotiator; strategic policy, rights at work, workplace and organization democracy
 icarmichael@opseu.org

Margaret Fisher-Brillinger, Ed.D. (Toronto)

Adult education and psychotherapist
 mfisher@vaxxine.com

Darcy Martin, Ph.D. (Toronto)

Coordinator, Centre for the Study of Education and Work, OISE/UT
 darcymartin@oise.utoronto.ca

Hanna Mayer, Ph.D. (Florida State)

Consultant: needs-assessment, training and performance technology; consulting theory and practice
 hmayer@oise.utoronto.ca

Ruth W. McLean, Ed.D. (Toronto)

Associate Dean, Centres for Learner Support, Humber College of Applied Arts and Technology
 ruthmclean@oise.utoronto.ca

Betty Jane Richmond, Ph.D. (Toronto)

Manager of Evaluation and Research, Trillium Foundation
 bjrjrichmond678@aol.com

Malcolm J. Stewart, Ph.D. (Toronto)

Sessional Instructor, York University, Teacher of social policy
 mstewart@yorku.ca

Suzanne Thomas, Ph.D. (Toronto)

SSHRC Post-Doctoral Visitor
 suzannethomas@oise.utoronto.ca

Professors Emeriti

Peter Gamlin, Ph.D. (Cornell)
 David Hunt, Ph.D. (Ohio State)
 Keith McLeod, Ph.D. (Toronto)
 Solveiga Miezeitis, Ph.D. (Toronto)
 Edmund V. O'Sullivan, Ph.D. (Syracuse)
 Alan M. Thomas, Ph.D. (Columbia)
 Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

◆ **Faculty**

Charles P. Chen, Ph.D. (British Columbia)

Assistant Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
 cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)

Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
 jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)

Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling; qualitative research)
 maguttman@oise.utoronto.ca

Nina Josefowitz, Ph.D. (Toronto)

Associate Professor, part-time
(cognitive-behaviour therapy; use of imagery in psychotherapy; therapy and forensic assessments of survivors of interpersonal violence and abuse; professional practice issues)
 njosefowitz@oise.utoronto.ca

Corey S. MacKenzie, Ph.D. (Queen's)

Assistant Professor

(geriatric mental health, caregiver stress & burnout, mental health service utilization)

cmackenzie@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)

Associate Professor

(multicultural counselling; 'race', culture and ethnicity in psychotherapy; traditional healing)

roymoodley@oise.utoronto.ca

Niva Piran, Ph.D. (Texas)

Professor

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

npiran@oise.utoronto.ca

Margaret S. Schneider, Ph.D. (York)

Associate Professor, cross-appointed to Public Health Sciences

(community mental health; gender and sexual orientation; human/animal bond)

mschneider@oise.utoronto.ca

Judith A. Silver, Ph.D. (Toronto)

Lecturer, Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

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

jsilver@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)

Professor, Chair

(feminist issues in violence; psychology and law; sexual abuse and assault; war trauma and learning)

lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)

Associate Professor

(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)

jewatson@oise.utoronto.ca

◆ **Associated Faculty**

Bonnie Burstow, Ph.D. (Toronto)

Senior Lecturer

(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)

bburstow@oise.utoronto.ca

◆ **Associated Instructors**

Ray Blanchard, Ph.D. (Illinois)

Professor, cross-appointed from the Department of Medical Science

ray_blanchard@camh.net

Diana Rose Brecher, Ed.D. (Toronto)

Clinical Coordinator of the Centre for Student Development and Counselling, Ryerson Polytechnic University

dbrecher@acs.ryerson.ca

Colin Campbell, Ed.D. (Toronto)

International Futurist; CEO, Human Resources Strategies Inc.

colincampbell@sympatico.ca

Margaret Fisher-Brillinger, Ed.D. (Toronto)

Adult education and psychotherapist

mfisher@vaxxine.com

Karin R. Jasper, Ph.D. (Toronto)

Psychotherapist, private practice at College Street Women's Centre

karin.jasper@utoronto.ca

Maura McIntyre, Ed.D. (Toronto)

SSHRC Post Doctoral Visitor

mmcintyre@oise.utoronto.ca

Edward Meade, Ed.D. (Toronto)

Executive Director, Markham-Stouffville Family Life Centre, Markham

e.meade@sympatico.com

Sam Minsky, Ph.D. (Toronto)

Coordinator, Counselling and Learning Skills Service, University of Toronto

sam.minsky@utoronto.ca

Marsha Rothstein, Ed.D. (Toronto)

Psychologist, private practice

marsha.rothstein@rogers.com

Malcolm J. Stewart, Ph.D. (Toronto)

Sessional Instructor, York University,

Teacher of social policy

mstewart@yorku.ca

Brenda Toner, Ph.D. (Toronto)

Associate Professor, cross-appointed from the Department of Medical Science

brenda_toner@camh.net

Ronald E. Warner, Ed.D. (Toronto)

Psychologist, private practice

rewarner@oise.utoronto.ca

◆ **Internship Supervisors**

NOTE: Changes to several of the following can be expected in September 2005.

Judith A. Silver, Ph. D. (Toronto)

Lecturer, Co-Director, Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

R. Michael Bagby, Ph.D. (York)

Co-Director, Psychological Assessment Service and Director, Clinical Research Dept., Centre for Addiction and Mental Health, Toronto

Diana R. Brecher, Ed. D. (Toronto)

Clinical Coordinator, Centre for Student Development and Counselling, Ryerson Polytechnic University, Toronto

Nathan Cooper, Psy.D. (Central Michigan University)

Psychologist, McMaster University, Hamilton

Eilenna Denisoff, Ph.D. (York)

Centre for Addiction and Mental Health, Clarke Division, Toronto

Mira Drugovic, Ph.D. (Toronto)

Psychologist, University of Waterloo Counselling Services, Waterloo

Gregory Hamovitch, Psy.D. (Rutgers)

Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Emoke Jozsvai, Ph.D. (York)

Psychologist, Surrey Place, Toronto

Kenneth Kwan, Ph.D. (Toronto)

Clinical Director, Markham Stouffville Family Life Centre, Unionville

Corey S. Mackenzie, Ph.D. (Queen's)

Assistant Professor, OISE/UT Counselling & Psychoeducational Clinic, Toronto

Charles Marino, Ph.D. (Edinburg)

Associate Professor, Atkinson Counselling Centre, York University, Toronto

Carolina McBride, Ph.D. (Ottawa)

Clinical Psychologist, Centre for Addiction and Mental Health, Toronto

Heather McLean, Ph.D. (Queen's)

Psychologist, Markham-Stouffville Hospital, Markham

Sam Minsky, Ph.D. (Toronto)

Coordinator, Counselling and Learning Skills Service, University of Toronto

Robert Muller, Ph.D. (Michigan State)

Psychologist, Ryerson University Access Centre, Toronto

Debbie Nifakis, Ed.D. (Toronto)

Psychologist, McMaster University Counselling and Career Services, Hamilton

Bryan Phillips, Ph.D. (York)

Staff Psychologist, Counselling and Development Centre, York University, Toronto

Neil A. Rector, Ph.D. (York, UK)

Psychologist/Assistant Professor
Centre for Addiction and Mental Health,
Clarke Division, Toronto

Johan Reis, Ed.D. (Toronto)

Psychologist, Health Services and Office for Persons with Disabilities, University of Waterloo

Jaan Reitav, Ph.D. (York)

Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Carla Rice, Ph.D. (York)

Clinical Program Specialist, Body Image Project, Sunnybrook and Women's College Health Sciences Centre, Toronto

Valerie Temple, Ph.D. (Guelph)

Psychologist, Surrey Place, Toronto

Adrian Tong, Ph.D. (Toronto)

Psychologist, Markham-Stouffville Hospital, Markham

Jeanne E. Watson, Ph.D. (York)

Associate Professor, OISE/UT Counselling and Psychoeducational Clinic, Toronto

Percy Wright, Ph.D. (York)

Psychologist, Mental Health Centre, Penetanguishene

Debbie Zweig, Ph.D. (Minnesota)

Psychologist, York Central Hospital, Richmond Hill

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)

J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the Secondary Program 4 (Education and Work) and preservice or cross-listed Related Studies courses.

This option is designed for Initial Teacher Education candidates in Business Studies and Technological Studies subject areas with an interest in workplace issues and transitions to the M.Ed. program. This arrangement involves three graduate programs - Sociology in Education, Adult Education and Community Development, and Counselling Psychology.

The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Initial Teacher Education program for Business Studies

Lennox Borel
E-mail: lborel@oise.utoronto.ca

Initial Teacher Education program for Technological Studies:

Sara McKitrick
E-mail: smckitrick@oise.utoronto.ca

Collaborative Graduate Degree Programs

Collaborative Program in Addiction Studies

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in this collaborative program. The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 170 of this *Bulletin* and from the *School of Graduate Studies Calendar*.

Collaborative Program in Aging and the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on pages 170 - 171 in this *Bulletin* and from the *School of Graduate Studies Calendar*.

Psychology as well as other University of Toronto () Participate

Courses

The following is a list of courses offered by the department of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 172 - 173).

AEC1102H Community Development: Innovation Models

AEC1114H Comparative and International Perspectives in Adult Education

AEC1145H Participatory Research in the Community and the Workplace

AEC1146H Women, War and Learning

Further information about the Work and Career research area is available from:

Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

An appropriate four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, mainly at the 1000 level, at least half in the AECD Program. Additional courses may be required of some students. Students are required to take course AEC1100, the Introduction to Adult Education. During their program of study, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, and Degree Requirements section, pages 22 - 28.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field, and who are preparing themselves for further leadership. It is intended to provide the option of a professional doctoral degree culminating in a field-based dissertation.

The Ed.D. can be taken on a full- or part-time basis. In addition to completing a comprehensive requirement and writing a thesis, it is recommended that Ed.D. candidates take the Academic and Professional Seminar for Adult Educators (AEC3111). In addition, they are required to take eight half-courses, including a four half-course major in the Adult Education and Community Development program.

A minimum of four half-courses must be at the 3000 level, and these should include:

1. The Doctoral Thesis Seminar (AEC3102).
 2. At least one specialized research methods course.
 3. A doctoral level Practi6 ,era Adult Education.
-

Centres

The following research centres are based in the Department:

Centre for Arts-Informed Research Comparative, International and Development Education Centre Transformative Learning Centre

Through its faculty, the Department is also involved in other research centres at OISE/UT such as:

- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education

For more detailed information about these and other OISE/UT research and field centres, see pages 183 - 188 of this *B lletin*.

Centre for Arts-Informed Research (CAIR)

Heads: Ardra L. Cole and J. Gary Knowles

Location: 252 Bloor Street West,
Rooms 7-188 and 7-186

Telephone: 416-923-6641 ext. 2497 & 2403

E-mail: acole@oise.utoronto.ca

OR

E-mail: jgaryknowles@oise.utoronto.ca

Website: home.oise.utoronto.ca/~aresearch

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

The Comparative, International and Development Education Centre (CIDEC)

Program Directors:

Karen Mundy, Adult Education and Counselling
Psychology

Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:

Website: cide.oise.utoronto.ca

E-mail: cide@oise.utoronto.ca

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, an electronic list serve, electronic newsletters, Website and research projects. For more information see our Web page at:

cide.oise.utoronto.ca

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky

Location: 252 Bloor Street West, Room 7-119

Telephone: 416-923-6641 ext. 2595

E-mail: dschugurensky@oise.utoronto.ca

Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 187 for more information.)

Interdepartmental Research Area

Transformative Learning

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 189 - 191).

Further information is available from:

Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- ◆ Understanding the Adult Learner
- ◆ Needs Assessment
- ◆ Instructional Design
- ◆ Presentation Design and Delivery
- ◆ Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2004/2005 was approximately \$3,210. Fees information is not yet available for 2005/2006. Modules may be taken individually.

For further information and/or to register, contact:

E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4719
Website: www.oise.utoronto.ca/training/

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. **Not all of the courses listed are offered in any given year.**

AEC1100H Outline of Adult Education

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 AEC1100H in their program of study

Note: For students who are not in the AECD program, permission of the instructor is required.

D. Schugurensky, S. Mojab, Anne Goodman, Jennifer Sumner, or Staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

B. Burstow or Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.

J. deVos why approaches.

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be “the researcher” and “the researched.”

J.G. Knowles or Staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.

A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.

Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

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

M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?

M.E. Laiken or Staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, 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 involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

D. Schugurensky or Staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how “gender,” “race” and “class” can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to “do gender” in organizational settings.

K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

N. Jackson or Staff

AECI122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.

K. Mirchandani, M.E. Laiken or J.G. Knowles

AECI125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

N. Jackson or Staff

AECI130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or Staff

AECI131H Special Topics in Adult Education

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

Staff

AECI135H Practicum in Action Research for Organizational Change (Pass/Fail)

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.

Prerequisite: Permission of instructor, obtained at least two months before the course begins.

Note: This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required before June 30, 2005, once a practicum placement has been arranged by the student. Please contact the instructor for guidelines on arranging the practicum placement.

M. Laiken, K. Mirchandani or Staff

AECI 148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

AECI 150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to “restructure” these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize “empowerment”, “TQM”, “organizational learning” and “reengineering”.

K. Mirchandani

AECI 152H Individual Reading and Research in Adult Education: Master’s Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Staff

AECI 156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.

S. Mojab

AECI 160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice will be explored.

AECI175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.

A. Cole

AECI178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the

**AEC1406H Introduction to Qualitative Research
(Part II)**

This course begins where Part I leaves off. Learners will

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.

Prerequisite: AEC1173 or permission of instructor.

Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works bCuT17ersons s

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

- AEC3233H Research Seminar in Career Development
- CIE1001H Introduction to Comparative, International and Development Education
- SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
- SES2942H Education and Work
- SES2970H Countering Myths About Aboriginal People through Multiple Medias
- SES3951H Political Economy, Cultural Forms and the Learning Society
- TPS1820H Toward an Integrative Approach to Equity in Higher Education

AECD students wishing to take a research course in history or statistics or some other method not offered in the program may, with the permission of their advisor, count one such course toward the required number of AECD courses in their program.

Counselling Psychology Program

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

The Counselling Psychology Program offers three fields of specialization:

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

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

Details on the specific program and degree requirements for each Field are contained in a brochure called *Guidelines for the Counselling Psychology Program* published each January and provided to newly admitted students at the time the Offer of Admission is made.

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

General Information

For application information and forms visit the Registrar's Office Website: www.ro.oise.utoronto.ca

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Niva Piran, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2339
E-mail: npiran@oise.utoronto.ca

OR

Susan Hall, Graduate Studies Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 22 - 28, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

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Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Ed.D. in Counselling Psychology requires the following:

- a) a University of Toronto four-year bachelor's degree (from any area) or its equivalent.

advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See pages 56 - 57.)

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:

- ◆ CBT Case Conceptualization
- ◆ Cognitive Interventions
- ◆ Behavioral Change Interventions

The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

For further information contact:

njosefowitz@oise.utoronto.ca **OR**

enerlich@hincksdellcrest.org **OR**

visit the Website at www.hincks/dellcrest.org/gai-cit

Courses

The following list demonstrates the range of courses

special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.

J.R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.

N. Piran

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way. **Prerequisite and/or co-requisite:** AEC1202 and AEC1203Y

R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical oft thend/or co-requisite:elatiip. elas.9(e)0the c(and legi(esour)5.0 0 1 Professiona05 TD [(si.y oeaca)rs,)iaes in C in

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.

Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling.

Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.

Staff

AEC1262H Educational and Psychological Testing for Counselling

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

Staff

AEC1263H Seminar in Research Methods for M.A. students

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

Staff

AEC1266H Career Counselling and Development: Transition from School to Work

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

C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.

Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.

Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

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

C. P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

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

N. Josefowitz

AEC1275H Special Topics in Counselling Psychology: Integrating Traditional Healing Practices into Counselling and Psychotherapy

This course seeks to define, redefine and identify indigenous and traditional healing in the context of North American and Western European health care. The course will examine cultural healing within the broader economic, social and political practices of health and mental health care in Canada. While the focus is on integrating traditional healing into counselling psychology and psychotherapy the course will draw attention to the use of traditional healing in health care generally. Explorations of the current issues and debates with the contemporary practices of traditional healing will be key features of the course. For example, issues relating to ethics and confidentiality, competence of Indigenous healers, and qualifications and training will be discussed. Through an in-depth analysis of traditional healing of ethnic and cultural groups living in Canada (e.g., Aboriginal, Asian, African, Caribbean) and also through the religious healing practices of some of these communities (e.g., Buddhist, Christian, Hindu, Islamic and Jewish), the course will undertake to raise questions regarding the theory, practice and research of traditional healing in psychology and psychotherapy. Discussions will also focus on how ethnic minority individuals and groups construct illness perceptions and the kinds of treatments they expect to use to solve health and mental health problems. In this respect the course is intended to contribute to ethnic minority health care issues. While, the use of traditional and cultural healing practices of indigenous communities represent the central focus, other contemporary alternative health care movements, viz., paganism, New Age Spirituality and healing, transcendental meditation and new religious movements are discussed. The inclusion of these topics will increase the knowledge and capacity of clinical expertise of students studying in this field.

R. Moodley

AEC1275H Special Topics in Counselling Psychology

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

Staff

AEC1278H Cognitive Therapy

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

Staff

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services.

Particular focus will be on services for diverse populations.

M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.

N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

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.

J. E. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.

Prerequisite: AEC3215H

Staff

AEC3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.

N. Piran

AEC3218H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling

Open to doctoral students in Counselling Psychology only.
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AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.

Staff

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate Programs are offered by the CTL Department:

- ◆ Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- ◆ ~~M.Ed. in Curriculum, Teaching and Learning (M.Ed.)~~
- ◆ Education (M.T.) ◆

Joseph P. Farrell, Ph.D. (Syracuse)

Professor; Head, Comparative, International, and
Development Education Centre; cross-appointed to Adult
Education and Counselling Psychology
(comparative and international education; planning

Wanja Gitari, Ph.D. (Toronto)

Assistant Professor, cross-appointed from the Transitional Year Program

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

Associate Professor, cross-appointed from the Department of Physics, University of Toronto

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

Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Keith E. Stanovich, Ph.D. (Michigan)

Professor; cross-appointed from Human Development and Applied Psychology; on leave in 2005/2006

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

Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, Ph.D. (Toronto)

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

Professors Emeriti

Johan L. Aitken, Ph.D. (Toronto)
 Clive M. Beck, Ph.D. (New England)
 David Booth, M.Ed. (Durham)
 Arnold Bowers, M.Ed. (Queen's)
 Stacy Churchill, Ph.D. (London)
 F. Michael, Connelly, Ph.D. (Chicago)
 Vivian Darroch-Lozowski, Ph.D. (Alberta)
 Lynn Davie, Ph.D. (Wisconsin)
 Don Fraser, M.A. (Toronto)
 Normand J. Frenette, Ph.D. (Montreal)
 Donald I. Galbraith, M.Ed. (Toronto)
 David Garth, B.Com. (Queen's)
 Gila Hanna, Ph.D. (Toronto)
 Birgit Harley, Ph.D. (Toronto)
 Brendan Kelly, Ed.D. (Toronto)
 Natalie Kuzmich, M.A. (Toronto)
 Leslie D. McLean, Ph.D. (Wisconsin)
 Robert S. McLean, Ph.D. (Carnegie-Mellon)
 Robert Morgan, Ph.D. (Toronto)
 Philip Nagy, Ph.D. (Alberta)
 Shizuhiko Nishisato, Ph.D. (North Carolina)
 Ronald Silvers, Ph.D. (Princeton)
 Ross E. Traub, Ph.D. (Princeton)
 Merlin W. Wahlstrom, Ph.D. (Alberta)
 Joel Weiss, Ph.D. (Chicago)
 Joyce A. Wilkinson, Ph.D. (Minnesota)
 David Wilson, Ph.D. (Syracuse)
 Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing and off-campus in locations such as Kitchener and London. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Program.

For further details, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE/UT Northwestern Centre
 Telephone: (807) 475-8110
 Fax: (807) 475-8149

OR

Theresa Oliveira, CTL Academic Programs Officer
 Telephone: 416-923-6641 ext. 2747
 Fax: 416-926-4744
 E-mail: toliveira@oise.utoronto.ca

Studies in French

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

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 179) or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira (see above).

Program Co-ordinator:

E. Pedretti

Core Faculty:

A. Anderson, M. Beattie, J.L. Bencze, K. Bickmore, C. Brett, L. Cameron, R. Cohen, M. Evans, J. Farrell, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, L. Hannay, J. Hewitt, D. Hodson, A. Jordan, D. McDougall, M. Nieswandt, T. Lam, E. Pedretti, S. Peterson, C. Rolheiser, J. Ross, M. Scardamalia, W. Seller, L. Shore, E. Smyth, S. Stiegelbauer, H. Sykes, P. Trifonas

Associated Faculty:

N. Belanger, D. Booth, R. Childs, W. Gitari, R. Wolfe, S. Stiegelbauer

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

Curriculum Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry,

C
range of inquiry, including qualitative and quantitative research, action research, naturalistic inquiry, and guided research opportunities. Faculty members are encouraged to bring their research and practice to the program. The program also offers a variety of research opportunities for students and faculty. The program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

- Students' Identity Construction
- Urban Youth
- Early Childhood Education
- Gifted Learners

NOTE: Applicants must identify within their application for admission and in their Statement of Intent, two or three main areas in which they wish to study. Applicants wishing to participate in any of CTLs Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application.

Degrees

Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum

CTL1010H Children's Literature within a Multicultural Context

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

G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical

foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.

J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J.A. Ross and Staff

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.

Staff

CTL1016H Cooperative Learning Research and Practice

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

J.A. Ross and Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

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

D. Thiessen and Staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing; use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

R. Cohen

CTL1117H Liberatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

K. Gallagher

CTLI307H Identity Construction and Education of Minorities

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

D. Gerin-Lajoie

CTLI307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gerin-Lajoie

CTLI309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gerin-Lajoie

CTLI312H Democratic Citizenship Education

Preparation for democratic citizenship – linking the individual to social decision-making – is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might “teach” for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences.

Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

K. Bickmore

CTLI313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

Staff

CTLI316H Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The

CTLI400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.

A. Jordan

CTLI402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro-level (teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.

A. Jordan

CTLI403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.

Staff

CTL1608H Constructive Learning and Design of Online Environments

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

C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

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

C. Brett

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.

Prerequisite: CTL1602 or permission of instructor.

Staff

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.

Staff

CTL1797H Practicum in Curriculum: Master's Level

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

Staff

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

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

Staff

CTL1799H Special Topics in Curriculum: Master's Level

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

Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.

Staff

CTL1801H Action Research and Professional Practice

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

Staff

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.

Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and 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

CTL1923H Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.

E. Woodruff and Staff

CTL1924H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.

Prerequisite: CTL1609 or permission of instructor.

Staff

CTL1997H Practicum in Curriculum: Doctoral Level

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

Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.

Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

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

Staff

Master of Teaching in Elementary and Intermediate Education (M.T.)

Program Coordinator

D. McDougall

Field Placement Coordinator

N. Scarfo

Core Faculty

M.L. Arnold, E. Campbell, A. Jordan

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these

experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

- a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
- b) a photocopy of a certificate of change of name where applicable
- c) satisfactory evidence of freedom from tuberculosis (**under review**).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year (**under review**).

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

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

- ◆ **Primary/Junior** (junior kindergarten to grade 6)
- ◆ **Junior/Intermediate** (grades 4 to 10)

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)

Prerequisites: Two full university courses in English

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accommodate learner differences and how collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.

Staff

CTL7009H Anti-Discriminatory Education

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

Staff

CTL7010H Issues in Numeracy and Literacy

In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy.

Staff

CTL7011H Child and Adolescent Development

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

Staff

Measurement and Evaluation Program

Program Coordinator:

R.G. Wolfe

Core Faculty

R. Childs, G. Hong, T.C.M. Lam, R.G. Wolfe

Associate Faculty

L. Earl

NOTE: This program will be discontinued and is no longer accepting new applicants. Students interested in pursuing studies in measurement, evaluation, or quantitative research methodology are encouraged to contact Professor Tony Lam in the Curriculum Program of the Department of Curriculum, Teaching and Learning or Professors Ruth Childs, Guanglei Hong, or Richard Wolfe in the Developmental Psychology and Education Program of the Department of Human Development and Applied Psychology. Students currently registered in this program will continue to take their required courses with professors either in CTL or in HDAP.

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent

to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2009H and HDP1288H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses in addition to HDP1288H. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for program requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

CTL2006H Fundamentals of Program Planning and Evaluation

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.

T. Lam or Staff

CTL2007H Research Methods in Education

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

T. Lam or Staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity.

Staff

CTL2010H Research Issues in Alternative Assessments

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.

T. Lam and Staff

CTL2802H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.

Prerequisites: ch andlatnit[(assessments in s that arise in uand haddr)]

standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. offers two programs of study:

Option II consists of eight half-courses plus a major

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A minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Education

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level) as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL2007H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

NOTE: Other courses may be taken in other programs in

**CTL3004H Language Awareness and its Role in
Teacher Development**

que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

N. Labrie

CTL3013H Second Language Assessment

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.

A. Cumming

CTL3013H Evaluation de la compétence langagière

“Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement.”

Staff

CTL3015H Seminar in Second-Language Literacy Education

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

CTL3023H Sociolinguistique du français canadien

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflexion sur ses implications pédagogiques.

N. Labrie

CTL3024H Second Language Teacher Education

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

A. Gagné

CTL3797H Practicum in Second Language Education: Master's Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propog iddThec ah,081yaAust er
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CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D) 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.

A. Cumming

CTL3997H Practicum in Second Language Education: Doctoral Level

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

Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

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

Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

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

Staff

JHC1251H Reading in a Second Language

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

comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JTE1952H Language, Culture, and Education

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

M. Heller

JTE1952H Langue, culture et éducation

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

M. Heller

Program Coordinator and Head

J. Miller

Core Faculty

M. Beattie, C. Beck, B. Bennett, E. Campbell, C. Conle,
K. Cooper, P. Diamond, G. Feuerwerker, B. Kilbourn,
M. Kooy, D. Thiessen

Associated Faculty

M. Connelly, L. Hannay

NOTE: This program is discontinued and is no longer accepting new applicants. However, in September 2005, the Curriculum Program will assume responsibility for offering a range of courses in teacher development. Students interested in this area of research should apply to the Curriculum Program. Students currently registered in Teacher Development will continue to take their courses, although these will now be offered through the Curriculum Program. The Centre for Teacher Development will continue to support teacher development research through the faculty and students associated with it.

Studies in the Teacher Development Program focus on the personal, collaborative and organizational experiences of teachers throughout their careers. The Program encompasses such areas as: teacher knowledge, teacher identity, teacher beliefs and practices, teacher inquiry, or teacher learning; classroom and school improvement, teacher leadership, preservice and inservice education, or teacher politics; holistic approaches to teaching and teacher development; and equity and gender matters in teaching, cultural dimensions of teachers' lives, or the changing social and political context of teachers in society. The Teacher Development Program examines knowledge and supports research related to each of these areas.

Master of Education

This degree is designed for practicing educators who wish to apply knowledge and skills to teacher development. CurriculumM.8(e)0899r

Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but, may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28)

Courses

The following is a list of courses which will be offered through the Curriculum Program. Not all of the courses listed are offered in any given year.

CTL4000H Improving Teaching

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

B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

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

L.M. Hannay

CTL4002H Constructive Feedback in Teaching

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

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4004H From Student to Teacher: Professional Induction

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

purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.

M. Kooy

CTL4005H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include “the teacher I hope to become” and “missing or ‘kidnapped’ parts of teacher-self” such as child-artist. The antagonists include “the teacher I fear to remain” and “false, idealized teacher-selves”. “The teacher I am” provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.

C.T.P. Diamond

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

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

G. Feuerwerker

CTL4008H Knowing and Teaching

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

B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

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

G. Feuerwerker

CTL4010H Action Research in Language and Learning

This course focuses on teachers’ classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term “language” appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members’ specific areas of inquiry and of the role of action research more widely within the education system.

Prerequisite: Permission of instructor.

Staff

CTL4011H Teaching and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with life learning, building a class community, teachers as researchers, and school restructuring. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.

C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

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

E. Campbell, Staff

CTL4013H Comparative and Cross-Cultural Perspectives

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

J. Farrell, Staff

CTL4797H Practicum in Teacher Development Program: Master’s Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master’s Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4799H Special Topics in Teacher Development Program: Master’s Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.)

Staff

CTL4801H Narrative and Story in Research and Professional Practice

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

Prerequisite: Permission of instructor.

C. Conle

CTL4802H Qualitative Research in Teaching

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

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and “curriculum theory.” These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

Prerequisite: Permission of instructor

C.T.P. Diamond, M. Kooy, K. Cooper

CTL4806H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers’ daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.)

Staff

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

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

S. Acker

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- ◆ Comparative, International and Development Education (CIDE)
- ◆ Environmental Studies (discontinued – see page 99)
- ◆ Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this *Bulletin* (pages 170 - 177) and the *School of Graduate Studies Calendar*.

Comparative, International and Development Education

Program Directors:

Karen Mundy, Adult Education and Counselling
Psychology

Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:

Website: cide.oise.utoronto.ca

E-mail: cide@oise.utoronto.ca

Participating CTL Faculty:

Kathy Bickmore, J.P. Farrell, Grace Feuerverger, Alister Cumming and David N. Wilson

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students

The Department of Human Development and Applied Psychology offers graduate degrees in four programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)

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

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)

The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacherarli-c06thoughtful

Chair of the Department

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

Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; early childhood/ kindergarten education; socio-cultural context of development)

Associate Chair of the Department

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

Associate Professor, cross-appointed to the Centre of Criminology
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)

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

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

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

Ruth Childs, Ph.D. (North Carolina)

Associate Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Carl Corter, Ph.D. (North Carolina)

Professor and Director, Institute of Child Study
(kindergarten education; parenting; sibling and family relationships; infant development)

Joseph Ducharme, Ph.D. (Toronto)

Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)

Associate Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)

Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)

Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Guanglei Hong, Ph.D. (Michigan)

Assistant Professor
(causal inference; multi-level modeling; longitudinal data analysis; educational policy and program evaluation; instructional effectiveness)

Thomas W. Humphries, Ph.D. (Northwestern)

Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)

Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Daniel Keating, Ph.D. (Johns Hopkins)

Professor, The Atkinson Charitable Foundation Chair in Early Childhood Development and Education((play as a lear)-7.e At

Esther Geva, Ph.D. (Toronto)

P r o f e s s o r

Janette Pelletier, Ph.D. (Toronto)

Assistant Professor

(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)

Assistant Professor

(environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law)

Joan Peskin, Ph.D. (Toronto)

Senior Lecturer

(children's theory of mind; expertise in literary reading; cognition and instruction)

Katreena Scott, Ph.D. (Western)

Assistant Professor

(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Keith E. Stanovich, Ph.D. (Michigan)

Professor, Canada Research Chair in Applied Cognitive Science, cross-appointed to the Department of Curriculum, Teaching and Learning

(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Richard Volpe, Ph.D. (Alberta)

Professor

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

Judith Wiener, Ph.D. (Michigan)

Professor

(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

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

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

(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Richard Wolfe, (Wisconsin)

Associate Professor

(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)

Science, cross-appointed to the Department of
CEarl Woodruff, Ph.D.(Waterloo)

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Joanne Rovet, Ph.D. (Toronto)

Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)

Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Russell Schachar, Ph.D. (Toronto)

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

Glenn Schellenberg, Ph.D. (Cornell)

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

Mark Schmuckler, Ph.D. (Cornell)

Professor, Department of Psychology, University of Toronto at Scarborough

Rosemary Tannock, Ph.D. (Toronto)

Associate Professor, Department of Psychiatry, University of Toronto; Senior Scientist, Brain and Behaviour Research Program, Hospital for Sick Children

Anthony Toneatto, Ph.D. (McGill)

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

Child Study and Education Program

Master of Arts

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

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

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

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

- 1) at least one professional reference from a place where the applicant has worked with children

- 2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
- 3) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

- 1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
- 2) a photocopy of a certificate of change of name where applicable
- 3) satisfactory evidence of freedom from tuberculosis (**under review**)

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year (**under review**).

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

- HDP2200 Child Study: Observation, Evaluation and Reporting
- HDP2201 Childhood Education Seminar and Practicum
- HDP2210 Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

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

- HDP2211 Theory and Curriculum I: Language and Literacy
- HDP2212 Theory and Curriculum II: Mathematics
- HDP2230 Designing Educational Programs

Internship Term

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

- HDP2202 Childhood Education Seminar II: Advanced Teaching
- HDP2221 Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who may wish to teach in the Roman Catholic
S

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in different applied settings. Students are required to take core courses in research methodology and statistics. Elective courses cover

Doctor of Philosophy

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

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the Master of Arts in Developmental Psychology and

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The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the

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

The SCCP Program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development)

factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.

J. Pelletier and Staff

HDPI215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of

HDPI223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools.
S

as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

Prerequisite: HDP1249

M.L. Arnold, R. Volpe and M. Lewis

HDPI272H Play and Education

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

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

HDPI291H Causal Inference and Structural Equation Modeling

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, students will be introduced to causal inference methods such as Rubin's Causal Model, Pearl's Causal Inference, and Tinsley's Causal Inference.

Curriculum form the basis for the study of the techniques

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

Staff

HDP2292H Assessment for Instruction

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

Prerequisite: HDP2280H or equivalent

E. Geva

HDP2293H Interpretation of Educational Research

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

G. Hong

HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

Note: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.

Staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe and Staff

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational 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.

M. Ferrari and R. Volpe

HDP3209H Psychology of Language and Literacy

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

Prerequisite: Permission of instructor.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

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

Note: Permission of the instructor is required.

E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

J. Ducharme

HDP3225H Developmental Trajectories and High Risk Environments

In

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.

Note: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.

Pre-requisite: HDP1218 or equivalent and permission of the instructor.

N. Link and Staff

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1500 hour placement completed in the third or fourth year of doctoral study.

Pre-requisites: HDP3241H and permission of instructor.

N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.

Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.

J. Jenkins and Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

Staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in cognition and emotion and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.

M. Lewis

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.

Note: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.

Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.

J. Wiener and Staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.

J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents.

Prerequisite:es

be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.

Staff

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties.

Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.

Note: O

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- ◆ Aboriginal and Indigenous Studies in Education
- ◆ Critical Pedagogy and Cultural Studies
- ◆ Critical Race and Anti-Racism Studies
- ◆ Feminist Studies and Gender Relations in Education
- ◆ Learning, Work and Change

Sociology in Education is the study of the social context of education. The Department understands education as a broad, multi-faceted concept – that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. ‘Equity’ is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office Website: www.ro.oise.utoronto.ca

If you require furtpTw (0714 TD 9.7(eqs 025a)hand Chan321)JTJ -0.49

Monica Heller, Ph.D. (California at Berkeley)

Professor, Associate Chair of the Department, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne

(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)

mheller@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)

Associate Professor, Graduate Studies Academic Secretary

(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

polson@oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)

Professor, cross-appointed to the Department of Theory and Policy Studies in Education, and Associate Dean of the School of Graduate Studies, University of Toronto

(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)

sacker@oise.utoronto.ca

Jacqui Alexander, Ph.D. (Tufts)

Professor, cross appointed from the Institute for Women's Studies and Gender Studies, New College, University of Toronto

(transnationalism, feminism, post-colonialism)

jacqui.alexander@utoronto.ca

Nathalie Bélanger, Ph.D. (Sorbonne)

Assistant Professor, Head, Centre for Franco-Ontarian Studies (CREFO) and the Centre de recherche en éducation franco-ontarienne

(Franco-Ontarian studies; sociology and history of special education; inclusive education)

nbelanger@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)

Associate Professor

(feminist studies of knowledge and education; historical sociology; cultural studies and communication; social and political thought; government, power, politics and subjectivity)

karidehli@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)

Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)

Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)

Professor (on leave)
(feminist, postmodern, and cultural studies; theories as applied to the study of disability; race and sexuality; qualitative and autobiographically-based inquiry)

Peter Sawchuk, Ph.D. (Toronto)

Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory)
psawchuk@oise.utoronto.ca

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

Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)

Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)

Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)

Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)

Associate Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Terezia Zoric, B.A., B.Ed. (Toronto)

Lecturer, cross-appointed to the Department of Theory and Policy Studies
(school policy; social diversity; equity; teacher education; citizenship)
tzoric@oise.utoronto.ca

Associated Instructors**Wallace Seccombe, Ph.D. (Toronto)**

(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

Departmental Research Areas

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five research areas listed below (as well as in the Interdepartmental Research Areas and Collaborative Programs). Students are not required to stay within a single research area when selecting courses.

Aboriginal and Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Aboriginal, Indigenous, and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint; images, in art, theatre, poetry, film and literature of Aboriginal and Indigenous peoples; social and class inequalities for (Indigenous, 1)11.9(es;onto) Education

cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings and everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics. Faculty members associated with this area of study include: Sandra Acker, Nathalie Belanger, Kathy Bickmore, Kari Dehli, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, David Livingstone, Paul Olson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Feminist Studies and Gender Relations in Education

This research area offers courses on gender studies in the family, educational systems, and workforce; feminist theories and practice; gender, class, race, language, and cultural and biological reproduction; gender and sexualities; and women's health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kathy Bickmore, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Monica Heller, Helen Lenskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Learning, Work and Change

Core courses: SES2942 and SES3950. This research area is devoted to teaching and research about the interrelations of organized/informal learning, paid/unpaid work, and societal change processes and the roles of educators in improving these relations. Courses offer theories and

methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work. Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Paul Olson, Peter Sawchuk, Wally Seccombe and Njoki Nathani Wane.

This research area is also associated with the following:

- ◆ **The Learning and Work** Interdepartmental Research Area (see pages 180 - 181)
- ◆ **Workplace Learning and Change** research area in Adult Education and Counselling Psychology
- ◆ **The Secondary Program 4 (Education and Work)** in the Initial Teacher Education Program (see below)

Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 171 - 173 in this *Bulletin* and on the CIDE Website at cide.oise.utoronto.ca. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the Department of Sociology and Equity Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 172 - 173).

- CIE1001H Introduction to Comparative, International and Development Education
- SES1922H Sociology of Race and Ethnicity
- SES1924H Modernization, Development and Education in African Contexts
- SES1927H Global Economic Restructuring -- International Migration -- Immigration Policies (Canada, US, Germany)
- SES2999H Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
- SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
- SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications
- SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under Options II (eight half-courses and a Major Research Paper [MRP]), Option III (6 half-courses and a thesis), or Option IV (ten half-courses) with specific
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SES1904H Introduction to Sociological Theory in Education

This course will introduce students to some of the 'classical' questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different

SESI915H Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.

R. Simon

SESI921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

G. J. S. Dei

SESI922H Sociology of Race and Ethnicity

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

G. J. S. Dei

SESI923H Racism, Violence, and the Law: Issues for Researchers and Educators

The course seeks first and foremost to deepen awareness of the role of violence in maintaining racial hierarchies. Its approach is to explore the racial violence of colonialism, of periods of racial terror (lynching, the Holocaust), and of the New World Order (in particular, the post-911 environment, and the violence of peacekeeping and occupations), as well as police brutality and street violence. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate directly or indirectly in these racial and gendered social arrangements. Through an examination of how racial violence is dealt with in the law, the course considers how white society both schools its citizens in racism and actively maintains a colour line.

S. Razack

SESI924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideologies, the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideologies, the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideologies, the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms.

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.

M. Eichler

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.

H. Lenskyj and S. Acker

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.

S. Razack

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

The main objective of the course is to develop a critical sociological analysis of interlocking systems of oppression – sexism, classism, racism, homophobia, ableism – and their manifestations in physical education, recreation and sport. Feminist, socialist and antiracist analyses will be used, with a focus on the pedagogical implications. Readings and discussions will investigate the experiences of disadvantaged sociocultural groups, including girls and women, ethnic minorities, people living in poverty, lesbians and gay men,

and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, US, UK, Australia and elsewhere.

H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory – a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

N. Wane

SES1992H Feminism and Poststructuralism in Education

In this introductory theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.

K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy. (Not offered in 2001-2002)

M. Eichler

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.

Staff

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format

ES2913H F

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

SES3922H Analysing Classroom Discourse

This course will consider models of discourse analysis as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

M. Heller

SES3930H Seminar on Feminist Methodology and Education

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Best Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

M. Eichler

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university.

S

JTE1952H Langue, culture et éducation

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

M. Heller

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

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action; others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- ◆ **Educational Administration**
- ◆ **Higher Education**
- ◆ **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

The Department also participates in two Collaborative Programs:

- ◆ **Comparative, International and Development Education**
- ◆ **Graduate Collaborative Program in Women's Studies**

The Department offers the **Certificate in School Management** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- ◆ Educational Administration
- ◆ Higher Education
- ◆ Health Professional Education (M.Ed. only)
- ◆ History of Education
- ◆ Philosophy of Education

General Information

For application information and forms visit the Registrar's Office Website: www.ro.oise.utoronto.ca

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
lromero@oise.utoronto.ca

Academic Information

Educational Administration

Blair Mascall, M.A./M.Ed. Program Coordinator
Jim Ryan, Ph.D./Ed.D. Program Coordinator

Higher Education

Dan Lang, Program Coordinator

History of Education

Cecilia Morgan, Coordinator

Philosophy of Education

Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)

Professor and Chair

(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)

Associate Professor and Associate Chair

(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Interdepartmental Research Area

Gender Equity in Education

This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 180 and/or contact:

Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Comparative, International and Development Education

Program Directors:

Karen Mundy, Adult Education and Counselling
Psychology

Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:

Website: cide.oise.utoronto.ca

E-mail: cide@oise.utoronto.ca

Participating TPS Faculty:

Stephen Anderson, Nina Bascia, Ruth Hayhoe and Reva Joshee

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 171 - 173 of this *Bulletin* and on the CIDE Website at cide.oise.utoronto.ca. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 172 - 173).

TPS1016H	School Program Development and Implementation
TPS1017H	Educational Finance and Economics
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origin and Development of the Canadian Education System

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE/UT home department. Further information is available on page 176 of this *Bulletin* and from the *School of Graduate Studies Calendar*.



Blair Mascall, Ph.D. (Toronto)

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The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 22 - 28, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

- a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
- b) an interest in the study and practice of administration
- c) academic qualifications beyond the first degree
- d) two letters of reference (see Application Procedures section, page 29). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

Degree Requirements

There will be three options within the M.Ed. degree program in Educational Administration for all students. Students who begin their program in the 2005/2006 academic year will be asked to select from the following three options:

Option II which is comprised of:

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

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education

Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available on-line at <www.ro.oise.utoronto.ca> in March. New applicants should apply by December 1, 2005.

Further information is available from:

Blair Mascall, M.A./M.Ed. Program Coordinator
Telephone: 416-923-6641 ext. 2302
E-mail: bmascall@oise.utoronto.ca

Doctor of Education

The Ed.D. degree program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The Ed.D degree may be taken full-time or part-time. However, a minimum of one year of full-time study is required. Every effort will be made to ensure that courses are scheduled to accommodate students who are working full-time.

Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Educational Administration Program specifies the following:

- a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies
- b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues
- c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement

Degree Requirements

The Ed.D. degree program is organized into six complementary components:

- a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations
- b) Two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is strongly recommended)
- c) Two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
- d) Elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program
- e) A comprehensive examination and a thesis proposal hearing
- f) A doctoral thesis

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be

undertaken at other times. Candidates are responsible for meeting all of the degree requirements as outlined in this *B lletin*, unless changes are approved in writing by the Ed.D. Program Coordinator.

Further information is available from:

Jim Ryan, Ph.D./Ed.D. Program Coordinator
Telephone: 416-923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this *B lletin*, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:

Blair Mascall, M.A./M.Ed. Program Coordinator

Telephone: 416-923-6641 ext. 2302

E-mail: bmascall@oise.utoronto.ca

or

Jim Ryan, Ph.D/Ed.D. Program Coordinator

Telephone: 416-923-6641 ext.2438

E-mail: jryan@oise.utoronto.ca

Departmental Research Areas

Ed

Note: All master's candidates are strongly recommended to

TPSI025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

D. Haché

TPSI026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel.

The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes.

S

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
J.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: TPS1003 or HDP1287 or SES1902 or permission of the instructor.

S. Padro

TPS3044H Internship/Practicum in Educational Administration

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

Staff

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

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

illustrate the practical meaning of course concepts and to refine their research capacities.

Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.

Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.

J. Portelli

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.

NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.

R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include: 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.

R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.

NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.

R. Wolfe

Roxana Ng, Ph.D. (Toronto)

Associate Professor, cross-appointed from Adult Education and Counselling Psychology

Daniel W. Lang, Ph.D. (Toronto)

Program Coordinator and Professor

(administration and management of colleges and universities; planning in higher education; finance; accountability)

Sandra Acker, Ph.D. (Chicago)

Professor, cross-appointed from Sociology and Equity Studies in Education

(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)

Ruth E. S. Hayhoe, Ph.D. (London)

Professor

(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)

Associate Professor and Vice-President, Human Resources, University of Toronto

(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)

Professor and Associate Dean, Academic

(systems and politics of higher education in Canada)

Berta Vigil Laden, Ph.D. (Stanford)

Associate Professor

(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)

Associate Professor (on leave July-December 2005)

(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)

Associate Professor, cross-appointed to Public Health Sciences, University of Toronto

(professional education; sociology of the professions; knowledge production; research theory and methods)

Glenn Regehr, Ph.D. (McMaster)

Assistant Professor, Department of Psychiatry, University of Toronto

(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)

Associate Professor, Faculty of Medicine, University of Toronto

(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)

Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)

(transformative higher education and feminist activism for sustainability)

Stacey J. Young, Ph.D. (Toronto)

Policy Analyst, Ontario Ministry of Training, Colleges and Universities

(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)

**Degrees
systems)**

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the regular Ed.D. degree program. The main differences are:

- a) the Community College Leaders research area is focussed on the study of community colleges
- b) is delivered in a cohort format
- c) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.

For more information about the Community College Leaders research area, contact:

Michael Skolnik, Theory and Policy Studies in Education

E-mail: mskolnik@oise.utoronto.ca

OR

B. Vigil Laden, Theory and Policy Studies in Education

E-mail: bvladen@oise.utoronto.ca

Doctor of Philosophy

The Ph.D. program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Degree Requirements

- a) a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases

TPS1807H Strategic and Long-Range Planning for

TPS1819H Governance in Higher Education

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

M.L. Skolnik

**TPS1820H Special Topics in Higher Education:
Master's Level**

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

Staff

**TPS1821H Institutional Differentiation in
Postsecondary Education**

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.

M.L. Skolnik

**TPS1822H The Idea of the University and the
College**

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

**TPS1824H The Planning of Facilities in Higher
Education**

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored.

Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning

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TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.

Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program

Other courses accepted for credit

(For descriptions, see relevant department course listings)

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 162 - 165.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

Departmental Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPSI400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

D. Levine

TPSI401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

H.M. Troper

TPSI403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).

E.M. Smyth

TPSI404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.

R. Sandwell

TPSI405H History of Education and Film: Selected Topics

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

H.M. Troper and D. Levine

TPSI406H Sexuality and the History of Education

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of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.

Staff

TPSI419H Historiography and the History of Education

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

NOTE: TPSI419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.

D. Levine

TPSI420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

D. Levine

TPSI421H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.

R. Sandwell

TPSI422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

D. Levine

TPSI423H The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kinds of parents, children, and

the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

R. Sandwell

TPSI424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

H.M. Troper

TPSI425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.

C. Morgan

TPSI426H The History of Gender and Education in Canada

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

C. Morgan

TPSI427H History and Commemoration: Canada and Beyond, 1800s - 1990s

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

C. Morgan

TPS3490H Ed.D. Seminar in the History of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS3490H.

Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3495H Doctoral Practicum in the History of Education: II

See description for course TPS3494H.

Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H The History of Higher Education in Canada: An Overview

TPS1820H The section titled: The University in an International Context: Ethics, Human Rights, Politics

TPS1822H The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H Sociological Theory in Education

SES1983H Gender and Historical Sociology

Philosophy of Education Field**Dwight Boyd, Ed.D. (Harvard)**

Professor and Program Coordinator

(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Megan Boler, Ph.D. (University of California Santa Cruz)

Associate Professor

(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Maureen Ford, Ph.D. (Toronto)

Assistant Professor

(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)

Associate Professor, cross-appointed from Curriculum, Teaching and Learning

(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers' professional development)

John Portelli, Ph.D. (McGill)

Professor

(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Professors Emeriti

Deanne Bogdan, Ph.D. (Toronto)

Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (pages 22 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) is mandatory in both options (unless a course deemed equivalent has already been taken).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students must also complete the following requirements:

1. Completion of a thesis approved by the faculty advisor and the thesis committee.
2. Completion of a minimum of 10 half-courses in Philosophy of Education, including the following:
3. Completion of a minimum of 10 half-courses in Philosophy of Education, including the following:
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99. Completion of a minimum of 10 half-courses in Philosophy of Education, including the following:
100. Completion of a minimum of 10 half-courses in Philosophy of Education, including the following:

All Ph.D. candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPSI432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).

M. Ford

TPSI433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

J. Portelli

TPSI435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

Staff

TPSI436H Modernity and Postmodernity in Social Thought and Education

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

M. Boler

TPSI438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

J. Portelli

TPSI439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

Staff

TPSI440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

D. Boyd

TPSI441H Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment—such as the conceptual dichotomies of “public/private”, “the right/the good”, “duty/virtue”, etc. - have shaped both contemporary (W

classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.

J. Portelli

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts.

The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as “voice”, “empowerment”, and “dialogue” that have been

Further information is available from:

Adult Education and Community Development Program

Ardra Cole

Telephone: 416-923-6641 ext. 2497

E-mail: acole@oise.utoronto.ca

Counselling Psychology Program

Lana Stermac

Telephone: 416-923-6641 ext. 2346

E-mail: lstermac@oise.utoronto.ca

Aging and the Life Course Collaborative Program

Suite 106, 222 College Street

University of Toronto

Toronto, Ontario M5T 3J1

Telephone: 416-978-0377

Fax: 416-978-4771

Website: www.utoronto.ca/lifecourse/collaborative

Comparative, International and Development Education

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Web page at cide.oise.utoronto.ca. You are strongly advised to contact one of the core CIDE faculty members in the department to which you are applying to discuss your research interests and goals. A list of CIDE core faculty members appears below. Their contact information is available on the CIDE Web page.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements include:

- ◆ CIE1001H: Introduction to Comparative, International and Development Education
- ◆ Two other CIDE core or specialization courses
- ◆ Regular participation in and attendance at the CIDE Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
- ◆ For Master's students, preparation of a thesis, Master's research paper or comprehensive paper (depending upon the requirements of the home department) which relates to and demonstrates Master's level understanding of the research/theory base of CIDE as certified by a participating faculty member in the home department.
- ◆ For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below).

SES1927H	Global Economic Restructuring – International Migration – Immigration Policies (Canada, US, Germany)	SES3933H	Theorizing Transnationality: Feminist Perspectives
SES2999H	Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education	SES3942H	Innovations in Education: A Comparative Analysis
TPS1016H	School Program Development and Implementation	SES3943H	Sociology of State Formation and Genealogies of Government
TPS1019H	Diversity and the Ethics of Educational Administration	SES3952H	Sexism, Racism and Colonialism: Pedagogical Implications
TPS1825H	Comparative Education Theory and Methodology	TPS1017H	Educational Finance and Economics
TPS1826H	Comparative Higher Education	TPS1020H	Teachers and Educational Change
TPS3020H	Educational Change in the Post-Modern Age	TPS1047H	Managing Changes in Classroom Practice
TPS3810H	International Academic Relations	TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

Collaborative Program Specialization Courses

TPS1826H	Comparative Higher Education	TPS1415H	The History of the Teaching Profession
TPS3020H	Educational Change in the Post-Modern Age	TPS1420H	European Popular Culture and the Social History of Education I
AEC1102H	Community Development: Innovation Models	TPS1421H	The History of Women and Education
AEC1145H	Participatory Research in the Community and the Workplace	TPS1422H	Education and Family Life in the Modern World I
AEC1146H	Women, War and Learning	TPS1425H	Class Formation and its Relation to the Schools
AEC1180H	Aboriginal World Views: Implications for Education	TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
AEC1181H	Embodied Learning and the Qi Gong	TPS1448H	Popular Culture and the Social History of Education II
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation	TPS1803H	Recurring Issues in Post-secondary Education
AEC3132H	Special Topics in Women in Development and Community Transformation	TPS1806H	Systems of Higher Education
AEC3138H	Social Theories and Adult Education	TPS1832H	East Asian Higher Education
AEC3140H	Post-colonial Relations and Transformative Education	TPS3017H	Problems in the Finance and Economics of Education
CTL1318H	Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)	TPS3045H	Educational Policy and Program Evaluation
CTL3008H	Critical Pedagogy, Language and Cultural Diversity	TPS3423H	Education and Family Life in the Modern World II
CTL3018H	Language, Planning and Policy	TPS3447H	Theories of Modernity and Education I
CTL4013H	Comparative and Cross-cultural Perspectives	TPS3806H	Case Studies in Comparative Higher Education
SES1912H	Foucault and Research in Education and Culture: Discourse, Power and the Subject	JPG1509H	Gender Planning and International Development
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications	JPE2408Y	Political Economy of International Development
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice		
SES1956H	Social Relations of Cultural Production in Education		
SES3910H	Advanced Seminar on Race and Anti-Racism Research Methodology in Education		
SES3914H	Anti-Colonial Thought and Pedagogical Challenges		
SES3921H	Language and Social Difference in Education: Comparative Perspectives		

A wide selection of additional courses is available across participating departments. See the various departmental pages or the visit the CIDE Website for further information. <cide.oise.utoronto.ca>

For further information on the CIDE collaborative program, please visit the CIDE Website <cide.oise.utoronto.ca>, OR E-mail cide@oise.utoronto.ca

Collaborative Master's Program in Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing

Courses

Core Course

UCS1000H Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology

AEC1102H Community Development: Innovative Models

AEC1104H Community Education and Organizing

AEC1289H Community Mental Health

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

AEC3129H Global Perspectives on Feminist Education, Community Development and Community Transformation

AEC3131H Citizenship Learning and Participatory Democracy

Planning

JPG1418 Rural Planning

JPG1421 Health in Urban Environments

JPG1507 The Geography of Housing and Housing Policy

JPG1508 Planning with the Urban Poor in Developing Countries

JPG1615 Planning & Financing the Social Economy

PLA1503 Planning and Social Policy

Public Health Sciences

CHL5112 Community Development in Health

CHL5801 Health Promotion

Social Work

SWK4210 Promoting Empowerment

SWK4422 Social Housing and Homelessness

SWK4568 Social Work with Immigrants and Refugees

SWK4651 Community Social Work Practice

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

Further information is available from the following three OISE/UT faculty members in the Department of Adult Education and Counselling Psychology:

Jack Quarter

Telephone: 416-923-6641 ext. 2576

E-mail: jquarter@oise.utoronto.ca

Margaret Schneider

Telephone: 416-923-6641 ext. 2550

E-mail: mschneider@oise.utoronto.ca

Daniel Schugurensky

Telephone: 416-923-6641 ext. 2356

E-mail: dschugurensky@oise.utoronto.ca

OR

J. David Hulchanski, Collaborative Program Director

Faculty of Social Work and

the Centre for Urban and Community Studies

246 Bloor Street West

Toronto, Ontario

Telephone: 416-978-4093 FAX: 416-978-7162

Email: david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies

Website:

**<[www.urbancentre.utoronto.ca/
communitydevelopment.html](http://www.urbancentre.utoronto.ca/communitydevelopment.html)>**

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology. See page 109 for further information.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

Further information is available from:

Joan Grusec

Telephone: 416-978-7610

E-mail: grusec@psych.utoronto.ca

Environmental Studies

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education.

Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program of study normally consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

TBA

Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 6801

Njoki Wane

Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman

IES Graduate Student Advisor
Institute for Environmental Studies, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

- ◆ The School of Graduate Studies Calendar
- ◆ The student's OISE/UT departmental Liaison Officer
- ◆ The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/iwsgs

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

New College, 40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: ws.su@utoronto.ca

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE/UT departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enrol in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the research area which:

- ◆ respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- ◆ builds relationships connecting local Aboriginal/Indigenous communities with those around the world

- ◆ encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- ◆ advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- ◆ examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- ◆ develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; **see Website for details.**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Curriculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone (AECP); J. Cummins, G. Sefa Dei, A. Gagne, J. Iseke-Barnes, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:

Judy Iseke-Barnes (SESE) Coordinator
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca

OR

Eileen Antone, (AECP and the Transitional Year Program)
Telephone: 416-923-6641 ext. 2556
OR 416-978-1942
Fax: 416-926-4749
E-mail: eantone@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)

Keren Rice, Coordinator

Telephone: 416-978-1763

Website: www.utoronto.ca/abs

First Nations House

Telephone: 416-978-8227

Website: www.fnh.utoronto.ca

Aboriginal Health

Faculty of Nursing

Rebecca Hagey

Telephone: 416-978-2865

Other Websites of interest:

Aboriginal and Indigenous Studies in Education

www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network

www.oise.utoronto.ca/other/ien/ienpage.html

Aboriginal Educational Resources Database

www.oise.utoronto.ca/~first

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are:

A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECF); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folsom, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:

Kari Delhi (SESE)

Gender Equity in Education

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

◆ **Sociology and Equity Studies in Education**

- Sociology in Education

◆ **Theory and Policy Studies in Education**

- Educational Administration
- Higher Education
- History and Philosophy of Education

Faculty associated with this research area include:

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies

Research and Field Activities

The research and development program of OISE/UT fosters improvement in Ontario education and complements the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*C rric l m Inq ir , Orbit, Reso rces for Feminist Research/ Documentation s r la recherche feministe*), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
 Department: CTL
 Location: 252 Bloor Street West, Room 11-229
 Telephone: 416-923-6641 ext. 3225

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
 Department: HDAP
 Location: 252 Bloor Street West, Room 9-132
 Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Diane Farmer
 Department: SESE
 Location: 252 Bloor Street West, Room 6-104
 Telephone: 416-923-6641 ext. 3125
 Fax: 416-926-4714
 E-mail: dfarmer@oise.utoronto.ca
 Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-faceted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farmer
Département : SESE
Téléphone : 416-923-6641 poste 3125
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Site internet : www.oise.utoronto.ca/CREFO/

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

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

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2283
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT faculty and instructors affiliated with CMCE:
Kari Dehli, Rose Folson, Robert Morgan, Roger Simon,
Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for Studies in Science, Mathematics and Technology Education

Head: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635
E-mail: dhodson@oise.utoronto.ca
Website: smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The diverse activities of the Centre are intended to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the *Canadian Journal of Science, Mathematics and Technology Education* and *The OISE Papers in STSE Education*) and has developed collaborative research projects with several groups outside Canada, notably in Hong Kong, New Zealand and the United Kingdom.

Centre for the Study of Education and Work (CSEW)

Head: David Livingstone
Coordinator: D'Arcy Martin
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and

paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 180.

Centre for Teacher Development

Head: Jack Miller
Department: CTL
Location: 252 Bloor Street West, Room 10-152
Telephone: 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of

University Campuses, Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and brown-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Website, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 180) and Women's Studies/Feminist Studies (page 182) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 125).

Comparative, International, and Development Education Centre (CIDE)

Director: Karen Mundy
Department: AECF
Location: 252 Bloor Street West, Room 7-190
Telephone: 416-923-6641, ext. 2354
E-mail: cide@oise.utoronto.ca
Website: cide.oise.utoronto.ca

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

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Carl Corter
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: www.oise.utoronto.ca/ics/

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, anource
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Transformative Learning Centre (TLC)

Northwestern Centre

Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre

1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

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

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this *Bulletin* the fees schedule for 2005/2006 is not available. In the 2004/2005 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	\$5,442.00
M.Ed., M.A.(T.) & M.T.	\$6,737.00
M.A. (Child Study and Education)	\$6,737.00
Ed.D.	\$6,364.00

International Students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	\$9,704.00
M.Ed., M.A.(T.)	\$13,815.00
Ed.D.	\$13,690.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

- ◆ **a six or eight half-course program**
the minimum program fee is equivalent to the one-year full-time Academic Fee.
- ◆ **a ten half-course program**
the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- ◆ **a twelve to sixteen half-course program**
the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

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

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- ◆ The **Ed.D. in Higher Education** in the Higher Education Program
- ◆ The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2004/2005 academic year the Academic Fee for a half-course was \$1,010.55.40 (International Students, \$1,973.55).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between \$14,000 and \$18,000 plus tuition fees for a minimum total of approximately \$31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2004/2005 the cost for twelve months was \$612.47 for a single student, \$1,224.94 for a family of two, and \$1,938.68 for a family of three or more.

Further information is available from:

The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.mercer.ca

Late Payment Fees

A late payment fee of \$44 plus \$5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2004/2005 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

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

M.Ed. students must apply to graduate by submitting an **Application to Graduate form** (see page 23, item "f").

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Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at www.oise.utoronto.ca/student-services. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2004/2005 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsi-

NOTE: Students are responsible for consulting with OISE/UT Student Services (Room 5-103) about their eligibility for OGS and SSHRC scholarships.

Applicants who are not currently in OISE/UT programs are strongly encouraged to apply for OGS and SSHRC scholarships (as eligible) simultaneously with their applications.

Financial support of \$12,000 plus the value of tuition, and in the case of International Students single UHIP (University Health Insurance Plan) coverage, is guaranteed subject to conditions of funding. Students with OISE/UT support who receive external awards (over \$3,000) and/or any other university support will have their OISE/UT financial support reduced dollar for dollar for any excess over the maximum. University support includes scholarships, other awards, bursaries, and any employment income derived from the University of Toronto.

NOTE: OSAP, UTAPs and the OISE/UT Bursary (only) do not count toward the maximum. While employment income earned outside the University is not counted toward the guaranteed maximum funding, full-time graduate students are defined by government to be "...pursuing their studies as a full-time occupation."

Complete details regarding the Guarantee Funding Package, including the mandatory work component, can be found on the Student Services Website at:

www.oise.utoronto.ca/student-services

OISE/UT Scholarship for Aboriginal Students

The scholarship, with a value of \$12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:

www.oise.utoronto.ca/student-services
Or from the OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of \$800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of \$1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by January 31 to:

Mary MacDonell
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

OSOTF - Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE/UT.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of \$500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than \$100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

- b) For prospective full-time graduate students:
Applications should be submitted to the Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships have a value of \$20,000 in 2005/2006.

Application forms are available at: www.sshrc.ca

- a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website <www.oise.utoronto.ca/student-services> in early Fall.
- b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

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

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of \$10,000 each. It also offers three fellowships for Religious Studies in the amounts of \$10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:

Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - \$5,000 Each

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must

processed regularly throughout the year. For complete details of the bursary program, and to download applications, please visit the Student Services Website: www.oise.utoronto.ca/studentsservices

Emergency Student Loans

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Please inquire at the reception desk in Student Services, Room 5-103.

Emergency Assistance - International Students

To be approved for study in Canada, international students must show they have sufficient financial resources to meet their needs. Although not eligible for bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated nature. Applications are available in Student Services, Rm 5-103 or may be downloaded from the Student Services Website: www.oise.utoronto.ca/studentsservices

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Getting There'*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at orientation in September.

OISE/UT Services and Facilities

Alumni Association

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

Contact: Office of Development and Alumni Affairs

Location: 252 Bloor Street West, Room 12-101

Telephone: 416-923-6641 ext. 2234

Education: Commons facilities

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

Location:

appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre

214 College Street, 2nd floor

Toronto, Ontario M5T 2Z9

Telephone: 416-978-0951

Fax: 416-946-5466

E-mail: family.care@utoronto.ca

Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.

Telephone: 416-978-1259

Fax: 416-946-8296

Website: www.library.utoronto.ca/equity/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor

Telephone: 416-978-3908

Fax: 416-971-2289

Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall

Room 109B, 27 King's College Circle

Telephone: 416-978-2196

Fax: 416-971-2295

E-mail: status.women@utoronto.ca

Website: status-women.utoronto.ca

NOTE: Students should consult the 2005/2006 *School of
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IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned by the graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate

Ford, Maureen, TPS
Fraser, Don, CTL
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Friend, Martha, HDAP
Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECF
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillis, J. Roy, AECF
Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Goodman, Anne, AECF
Gordon, Robert A., TPS
Gordon, P. Sheri, HDAP
Grusec, Joan, HDAP
Guttman, Mary Alice, AECF
Haché, Denis, TPS
Halewood, C., HDAP
Hamovitch, Gregory, AECF
Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, e30lo4r Tc ar9.8r Tc B.ESE

Minowa,, Nozomi, HDAP
Minsky, Sam, AECP
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECP
Moodley, Roy, AECP
Moore, Chris, HDAP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Muller, Robert, AECP
Mundy, Karen, AECP
Murray, S., HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS
Nagy, Philip, CTL
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL
Nifakis, Debbie, AECP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS
Oatley, Keith, HDAP
O'Banion, Terry, TPS
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP
Padro, Susan, TPS
Pan, Julia, TPS
Pascal, Charles, TPS
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Perlman, Michal, HDAP
Perry, Adrienne, HDAP
Persad, Schrine, HDAP
Peskin, Joan, HDAP
Peterson, Shelley, CTL
Peterson-Badali, Michele, HDAP
Phillips, Bryan, AECP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECP
Poldre, Peeter, TPS
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS
Quarter, Jack, AECP, SESE
Quazi, Saeed, TPS
Raphael, Dennis, TPS
Raun, K., HDAP
Razack, Sherene H., SESE
Rector, Neil A., AECP
Reeve, Richard, HDAP
Regehr, Glenn, HDAP, TPS
Reis, Johan, AECP
Reitav, Jaan, AECP
Reznick, Richard K., TPS
Rice, Carla, AECP

Richmond, Betty Jane, AECP
Ridley, Mardi, HDAP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rosenberg, Dorothy Goldin, TPS
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Ryan, James J., TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, HDAP
Schachar, Russell, HDAP
Schellenberg, Glenn, HDAP
Schmuckler, Mark, HDAP
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, S., HDAP
Scott, Katreena, HDAP
Seccombe, Wallace, SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Sillers, Ronald, CTL
Simon, Roger I., CTL, SESE
Sinclair, Lynne M., HDAP
Skolnik, Michael L., TPS
Smith, Dorothy E., SESE
Smith, R., HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Steinhart, Georgia, HDAP
Stephenson, C., HDAP
Stermac, Lana, AECP
Stewart, Malcolm J., AECP
Stiegelbauer, Suzanne, CTL
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inclair, Lynne M., HDAPmiT Tw [(andw)5.8(640.025 Tw (tephens
6400001884 W)0.25 Tw [(tiT Tw .884 W)87.8(ayne,)-14.9TPS

Academic Staff (as of January 2005)

Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wane, Njoki Nathani, SESE
Warner, Ronald E., AECP
Wasson, Christine, HDAP
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilansky-Traynor, Pamela, HDAP
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Woodruff, Earl, CTL, HDAP
Wright, Percy, AECP
Wyss, Christian, HDAP
Young, Stacey J., TPS
Zelazo, Philip, HDAP
Zoric, Terezia, SESE
Zuker, Marvin A., TPS
Zweig, Debbie, AECP

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