OISE Graduate Studies in Education Bulletin

2017-2018

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About OISE

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

Standing on the shoulders of one of the world's greatest universities, the Ontario Institute for Studies in Education (Institut d'études pédagogiques de l'Ontario de l'Université de Toronto) (OISE) has, for more than a century, made a major contribution to advancing education in Canada and around the world. With approximately 100,000 alumni worldwide, over 3,000 students in teacher education and graduate programs, close to 7,500 continuing education students annually, 19 research centers and institutes and four academic departments, OISE is among the University of Toronto's largest faculties. As such, it is one of the largest and most research-intensive faculties of education in North America. Its distinguished faculty and researchers examine major issues in education, human development and professional practice with a view to their contemporary and future impact on pedagogy, policy and society. An intellectually rich and supportive environment, guided by the highest standards of scholarship and a commitment to equity and social justice, OISE strives to pose and respond to the critical questions that inform change and inspire action in the professional practice of the many thousands of educators, researchers, professionals, policy makers, community leaders and other influencers who make up OISE's community worldwide.

History

W. Pitman 1986 - 1992
B. Shapiro 1980 - 1986
C.C. Pitt 1975 - 1980
R.W.B. Jackson 1965 - 1975

Jeananne Robertson, MA
Student Success Specialist

Lise Watson, MA
Financial Aid Coordinator

Megan Whitehead-Douglas, BA
Student/Career/Co-curricular Record Coordinator

Nicole S. Ryan, MEd
Recruitment and Diverse Student Success Coordinator

Anna Frey, MusM
Admissions & Doctoral Registration Officer

Vinita Krishnan, MCom
Doctoral Registration Specialist, (PhD, EdD)

Heather Haslett, BA
Registration Specialist, (APHD and LHAE)

Lucy Stellato, BA
Registration Specialist, (CTL and SJE)

Officers of the University

For a list of the Officers of the University please visit:
http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/08/im-uto-2016-2017im.pdf

June 1
Tuition Deposit ($300) deadline for newly admitted students in the Master
of Teaching or MA-Child Study and Education programs to hold
admission space

June 9
Last day of 2017 Summer Session, first term lectures -- except for
Master of Teaching courses, which will end on June 23

June 15
Deadline for submission of Individual Reading and Research course
approval forms to be submitted to the Office of the Registrar and Student
Services, Registration Team, for 2017 Summer Session, second term
courses

June 16
Spring Convocation - PhD, EdD, MEd, MA (see
www.convocation.utoronto.ca). NOTE: Convocation for OISE Teaching
Certification degrees (Master of Teaching, MA-Child Study and
Education, Bachelor of 66.4 Tm /Fion.utoronto.ca). NOTE: Convocation for OISE Teaching

September 15
Deadline for submitting appropriate documentation to the Office of the
Registrar and Student Services, Registration Team for master's degrees

February 26
Deadline for withdrawing from the 2018 Winter Session and full-year courses without academic penalty. Note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund

March 12 - 16
Midwinter break in the Ontario school system (no OISE classes scheduled)

March 15
Deadline for master's students to request convocation in June if all degree requirements, comprehensives and/or research will be completed in the 2018 Winter Session

March 19 - 23
Course selection information will be available beginning this week for the 2018 Summer Session. NOTE: Information for 2018 Fall Session and the 2019 Winter Session will be available in June

March 30
Good Friday (University closed)

April 6
Last day of 2018 Winter Session and full-year lectures (except for the Master of Teaching, which will end April 13)

April 2
Final date for Special Students to submit a complete application for admission to the 2018 Summer Session, first term

April 13
Last day of lectures for the 2018 Winter Session for the Master of Teaching

April 13
Deadline for final oral examinations for EdD and PhD degrees to be conferred at Spring Convocation. Note that thesis must be uploaded by April 20 as well. Arrangements must be made through the Office of the Registrar and Student Services, Registration Team, at least eight working weeks before this date

April 13
Deadline for submitting appropriate documentation to the Office of the Registrar and Student Services, Registration Team, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines.)

April 20
Deadline for students whose degrees are to be conferred at Spring Convocation to electronically submit the final PhD or EdD thesis

May 4
Final date for Special Students to submit a complete application for admission to the 2018 Summer Session, second term

May 11
Grade submission date for 2018 Winter Session and full-year courses. Grades will be available on ACORN approximately one week after this date

May 11
Deadline for SDF designation for 2017 Fall Session courses to be changed to a regular grade or a failing grade

May 21
Victoria Day (University closed)

June TBA
Spring Convocation (see www.convocation.utoronto.ca)

June TBA
Course selection for 2018 Fall and 2019 Winter becomes available

General Information

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

Applications/Admissions

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

Changes to Fees

At the time of compilation of this Bulletin, the 2017-18 fees schedule has not yet been established; the amounts quoted in the Fees section are from the 2016-17 schedule. The University reserves the right to alter the fees and other charges described in this Bulletin.

Changes in Programs of Study and/or Courses

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

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of thr will besissions

been earned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines section. These dates are mandatory. They represent the dates on which the grades are due in the OISE Office of the Registrar and Student Services, Registration Team. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:
1. Only in extenuating circumstances would a request for an extension beyond the final deadlines be considered.
2. Throughout a degree program at OISE, it is the student's responsibility to ensure that the OISE Office of the Registrar and Student Services, Registration Team, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see

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.

Part-Time - Two half-courses ordinarily constitute a part-time program of

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses. **Part-time** students may take a maximum of one half-course in the Summer Session, one in either the First Term (May-June) OR one in the Second Term (July-August).

All PhD students, and EdD students who have completed one-year of full-time study, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Travaux et thèses en français

La plupart des cours offerts à OISE sont en anglais. Cependant, une nouvelle spécialisation conjointe Éducation, francophonies et diversité, offerte au niveau des études supérieures, offre ses cours en français, sur place et/ou à distance.

De plus, tous les étudi lus9es étudi leinscrierts à

Applied Psychology and Human Development

Applied Psychology and Human Development (APHD)

Codes:

' = Field

• = Collaborative Specialization

Child Study and Education Program - MA

Counselling and Clinical Psychology Program

' Clinical and Counselling Psychology - MA, PhD
- • Aboriginal Health - MA, PhD
- • Addiction Studies - MA, PhD
- • Aging, Palliative and Supportive Care Across the Life Course - MA, PhD
- • Community Development - MA
- • Sexual Diversity Studies - MA, PhD
- • Women and Gender Studies - MA, PhD

' Clinical Psychology - MA, PhD
  (see Graduate Department of Psychological Clinical Science, University of Toronto Scarborough)

Counselling Psychology Program

' Counselling and Psychotherapy - MEd, EdD
- • Aboriginal Health - MEd, EdD
- • Aging, Palliative and Supportive Care Across the Life Course - MEd, EdD
- • Community Development - MEd
- • Sexual Diversity Studies - MEd, EdD
- • Women and Gender Studies - MEd, EdD

' Global Mental Health and Counselling Psychology - MEd

' Guidance and Counselling - MEd
- • Aboriginal Health - MEd
- • Aging, Palliative and Supportive Care Across the Life Course - MEd
- • Community Development - MEd
- • Sexual Diversity Studies - MEd
- • Women and Gender Studies - MEd

Developmental Psychology and Education Program - MEd, MA, PhD

- • Educational Policy - MEd, MA, PhD
- • Human Development - PhD
- • Neuroscience - MA, PhD

School and Clinical Child Psychology Program - MA, PhD

For more information on AP&HD programs, pi 8 Tf (School aeb9•)Tjso te D

Admission Requirements

Admission to the two-year MA requires an appropriate bachelor's degree (usually a 4-year degree) with high academic standing (equivalent to at least a **mid-B or better** in the final year) from a recognized university. 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 (transcripts, resume, letters of reference, proof of English language proficiency if applicable):
1. A list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis (include as part of resume)
2. A Statement of Intent including information about prior work with children and academic or research interests regarding children that have led to an interest in this program

For comprehensive application details, please see
http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html

Degree Requirements

The two-year MA requires the successful completion of the equivalent

UTM Honours Bachelor of Science / Child Study & Education, MA

The Combined Degree Programs (CDP) for Honours Bachelor of Science at the University of Toronto Mississauga and the OISE Child Study and Education-MA are designed for students interested in studying the intersections of psychology and human development, coupled with professional teacher preparation.Students may apply studies in these areas towards professional training leading toteacher certification.

This CDP permits the completion of both degrees in six years. One full graduate course (1.0 full-course equivalent [FCE]) can be counted towards both the undergraduate and graduate degrees.

Every combination of degree programs listed below is understood as a unique Combined Degree Program.

The Combined Degree Programs between UTM and OISE are:
- Combined Degree Program: UTM, Honours Bachelor of Science, Specialist in Exceptionality in Human Learning / Child Study and Education, Master of Arts
- Combined Degree Program: UTM, Honours Bachelor of Science, Specialist in Psychology / Child Study and Education, Master of Arts
- Combined Degree Program: UTM, Honours Bachelor of Science, Major in Psychology / Child Study and Education, Master of Arts

Further Information:
For more information about this Combined Degree Program, please refer to the School of Graduate Studies Calendar.

Counselling & Clinical Psychology Program

Counselling and Clinical Psychology Program

There are two fields offered in this Program:

training in professional issues. Students are expected to conduct advanced research and to write and defend a doctoral thesis. Graduates will be prepared to assume a variety of positions in psychological teaching, research, and practice in universities, hospitals, and community settings and agencies offering psychological services, and in university or college counselling centres. This program is intended to prepare students for registration with the College of Psychologists of Ontario

Department of Psychological Clinical Science
University of Toronto Scarborough
Science Wing, Room SW427D
1265 Military Trail
Toronto, Ontario M1C 1A4
Canada

Clinical Psychology - Master of Arts (MA)

The full-time, two-year MA program is designed for applicants interested

background or discipline from a recognized university, with high academic standing.
- **A master's degree:** an MA or MEd degree in Counselling Psychology from the University of Toronto with a grade of **B+ or better**, or its equivalent from a recognized university. The applicant must have had successful professional experience as a counsellor in an educational setting or in a related position. Applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP).

Program Requirements

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

The EdD program consists of a minimum of 4.5 full-course equivalents (FCEs), including practicum and internship, and a doctoral dissertation:
- 4.5 FCEs as follows:
  - APD1263H Research Methods for Clinical and Counselling Psychology
  - APD2293H Interpretation of Educational Research
  - APD3215H Advanced Psychotherapy Seminar
  - APD3217Y Advanced Practicum in Clinical and Counselling Psychology
  - APD3270H EdD Internship
  - One of: APD3201H Qualitative Research Methods in Applied Psychology and Human Development, APD3202H A Foundation of Program Evaluation in Social Sciences, or APD3228H Mixed Methods Research Design in Social Sciences
  - 1.0 FCE in electives
- **Practicum:** complete a 500-hour practicum in conjunction with the doctoral practicum course APD3217Y.
- **Internship:** complete 500 hours of internship (APD3270H). All internship arrangements must be made in consultation with the Director of Clinical Training.
- **Thesis:** all students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.
- The EdD may be commenced on a part-time basis but students must maintain continuous registration. A minimum of one year of full-time, on-campus study is required. Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

NOTE: Students cannot normally transfer between the EdD program and PhD program.

Field: Global Mental Health and Counselling Psychology (MEd)

This MEd degree program provides individuals with the opportunity to learn and develop skills appropriate for the field of mental health and counselling psychology and will prepare students to work in a variety of applied settings, including educational, vocational, and mental health globally. This degree program is ideally suited to students interested in an international perspective of mental health and counselling. This field will not lead to registration as a Certified Canadian Counsellor with the Canadian Counselling and Psychotherapy Association, nor will it provide

registration with the College of Psychotherapists in Ontario. This degree is cohort based and must be pursued full-time.

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

Program Requirements

5.0 full-course equivalents (FCEs), as follows:
- APD1202H Theories and Techniques of Counselling and Psychotherapy
- APD1219H Ethical Issues in Professional Practice and Psychotherapy
- APD1282H Introduction to Global Mental Health and Counselling Psychology
- APD2293H Interpretation of Educational Research
- APD1228H Individual and Group Psychotherapy: Families and Couples Counselling
- APD1277H Global Indigenous Healing in Counselling and Psychotherapy
- APD1268H Career Counselling & Development: Transitions in Adulthood
- APD5000H Special Topics in Applied Psychology and Human Development: Master's Level
- APD1278H Cognitive Theory
- APD1283H Peer and Video-based counselling with Practicum Field-based Learning in Global Mental Health

Field: Guidance and Counselling

Guidance and Counselling - Master of Education (MEd)

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

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

Program Requirements

The MEd consists of:
- 5.0 full course equivalents (FCE's) as follows:

- APD1202H Theories and Techniques of Counselling and Psychotherapy
- APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy
- APD1214H Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy (prerequisite: APD1202H and co-requisite: APD1203Y)
- APD1219H Ethical Issues in Professional Practice and Psychotherapy
- APD1261H Group Work in Counselling and Psychotherapy
- APD1262H Educational Psychological Testing for Counselling
- APD1266H Career Counselling and Development: Transition from School to Work
- 1.0 FCE in electives
- A comprehensive examination.
- The program of study cannot be reduced because of guidance certificates held.

Interprogram Courses

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

APD1209H   Research Methods and Thesis Preparation in Human Development and Applied Psychology
JOI1287H   Introduction to Applied Statistics
JOI1288H   Intermediate Statistics and Research Design
APD3204H   Contemporary History and Systems in Human Development and Applied Psychology
CTL1602H   Introduction to Computers in Education
LHA1105H   Introduction to Qualitative Research: Part I
LHA1106H   Introduction to Qualitative Research: Part II
LHA1109H   Creative Empowerment Work with the Disenfranchised
LHA1111H   Working with Survivors of Trauma

Developmental Psychology & Education Program

Developmental Psychology & Education Program

Master of Arts

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

Admission Requirements

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

Degree Requirements

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

Required courses:
APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
JOI1288H Intermediate Statistics and Research Design [RM]

In consultation with the student's advisor, students must take two electives (2 half-courses) from the MA courses listed in the Departmental Guidelines menu, which may include APD2252H-Individual Reading and Research in Human Development and Applied Psychology. Students who have not had a previous course in human development are required to take APD1201H (Child and Adolescent Development) or an equivalent in addition to their four half-courses. Students who have not had a previous course in statistics are required to take JOI1287H (Introduction to Applied Statistics) or an equivalent in addition to their four half-courses.

Master of Education

The MEd degree program is designed mainly for students who are teaching in the school system or working in early childhood education settings, in community literacy programs or in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

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

Degree Requirements

The MEd program of study is comprised of ten half-courses and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:
APD1200H Foundations of Human Development and Education
APD2293H Interpretation of Educational Research [RM]

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

Doctor of Philosophy

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

The Developmental Psychology and Education program offers both a full-time and a flexible-time PhD program option. Applicants must declare the option for which they are applying. Only applicants who are employed in full-time professional work relevant to their field of study are eligible for the flexible-time program option (see below).

The DPE Program also offers a flexible-time PhD program with an

emphasis on Early Learning. This program is undertaken in a cohort model, but is not offered every year. Full-time PhD students interested in the emphasis on Early Learning should consult the Graduate Coordinator.

Admission Requirements

Admission to the full-time PhD degree program requires an appropriate bachelor's degree and a master's degree in Developmental Psychology, Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with high academic standing (equivalent to an **A- or better** in the master's degree) from a recognized university. Applicants with master's degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis must submit a Qualifying Research Paper prior to final admission to the degree program. Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, in addition, applicants to the flexible-time PhD must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer's leave policy or study incentive system). In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

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

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

APD3200H Research Proseminar on Human Development and Applied Psychology
plus
an intermediate or higher level statistics course. Please see the AP&HD Program Guidelines for a list of approved courses.

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

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

Students who have not taken the equivalent of JOI1288H (Intermediate Statistics and Research Design) are required to take that course in addition to their six half-courses.

Flexible-time Early Learning Program: Students wishing to complete the emphasis in Early Learning will include the following courses (3.0 full-course equivalents [FCEs]) in their overall PhD program:
- 0.5 FCE APD3200H Researching Pro-Seminar on Human Development & Applied Psychology;
- 0.5 FCE APD3273H Researching Early Learning (an overview course of quantitative and qualitative methodology which meets the requirements of an intermediate or higher-level statistics course required of all Developmental Psychology and Education students);

APD1211H Psychological Foundations of Early Development and Education, and APD3274H Early Learning and Thesis Development (which together meet the 1.0 FCE requirement from the

choose **one** of the following or an equivalent graduate course in the cognitive/affective bases of behaviour:
APD1234H Foundations of Cognitive Science
APD1237H Cognitive Development and Learning
JDS1233H Cognitive Development and Applications

For students who have not taken a previous child development course in their undergraduate degree program, APD1201H (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, JOI1287H (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the Practicum and Internship Policy and Placement Handbook for a description of the evaluation processes and criteria for practicum placements.

Doctor of Philosophy

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The MA in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The PhD in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:
The Registrar,
College of Psychologists of Ontario,
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-489-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Applied Psychology and Human Development Courses

APD1200H Foundations of Human Development and Education
All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
Staff

APD1201H Child and Adolescent Development
This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
K. Lee and Staff

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

APD1203Y Practicum I: Interventions in Counselling Psychology and Psychotherapy
This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum settings. Some students may spend two full days in their practicum setting. MA students are required to be in attendance at least 2 full days per week at their practicum settings. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by March 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Prerequisite: APD1202H, for Counselling students only. Full-time Counselling students may take APD1203Y concurrently with APD1202H.
NOTE: Part-time students must be available one full week-day per week to fulfill the practicum requirement. All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
L. Stermac, J.E. Watson, J. Silver and Staff

APD1204H Personality Theories
Current theories and research on personality are reviewed from several perspectives, including psychoanalytic, interpersonal, humanistic, trait, psychobiological, operant, and social cognitive. Topics include personality development and consistency, personality change, conscious and unconscious functioning, aggression, learned helplessness, personality disorders, sex and gender issues, and cross-cultural personality theories. Major theoretical approaches to personality within the context of clinical counseling psychology. This will include philosophical assumptions, key concepts, the process of change, and applications. Designed for those interested in personality development, change, and treatment issues. Specific content relevant to diverse socio-cultural contexts has been included. Upon completion of this course students will be able to: Understand the development of various Western psychology personality theories; understand the issues relevant to personality theory and development in culturally diverse contexts; and articulate a critical understanding of one of the major theories presented in class.
Staff

APD1205H Ethical Issues in Applied Psychology
This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent,

Applied Psychology and Human Development

competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali

APD1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity
This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the 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

APD1208Y Individual Cognitive and Personality Assessment and Practicum
This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults.
Staff

APD1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).
Staff

APD1211H Psychological Foundations of Early Development and Education
This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier and Staff

APD1214H Critical Multicultural Practice: Diversity Issues in Counselling and Psychotherapy
The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender , ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.
Prerequisite: APD1202H
Corequisite: APD1203Y
R. Moodley

APD1215H Psychological Assessment of School-Aged Children
The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations. Pre-requisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course APD1216H
M. Peterson-Badali, K. Scott and J. Wiener

APD1216H Psychoeducational Assessment
Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course APD1215H.
M. Peterson-Badali, K. Scott and J. Wiener

APD1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

APD1218H Seminar and Practicum in School Based Assessment, Consultation and Intervention (Pass/Fail)
This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.
Prerequisite: APD1215H, APD1216H, APD1219H, APD1220H or equivalent; and permission of instructor.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year.
Staff

APD1219H Ethical Issues in Professional Practice in Psychology and Psychotherapy
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 and legal issues.
M.S. Schneider

APD1220H Introduction to School and Clinical Child Psychology
This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year
J. Wiener

APD1226H Foundations in Inquiry and Data-Based Decision Making
This course provides students with an introduction to the role of inquiry in teacher learning and professional development with a particular emphasis on the role of collaborative inquiry models in this process. Students will develop an understanding of the cycle of inquiry and how to engage in inquiry of their own professional practice. They will develop their understanding of how to use a broad range of data sources to inform their understanding of key issues and questions embedded in the classroom and school context. Students will also gain insight into core principles of data-based decision making and its role in classroom instruction and the development of effective learning environments.
Staff

APD1227Y Professional Practice Project
Through a guided experience based on their school internships, students will implement the professional learning cycle in authentic contexts of practice to complete a professional practice project. The course is grounded in two of the Ontario College of Teachers Standards of Practice: Ongoing Professional Learning and Leadership in Learning Communities. Students will gain experience as "activators" of their own continuous professional learning processes as they work to improve their practice as beginning teachers, and as "facilitators" who actively create the conditions for the impactful professional learning of others.

Prerequisite: APD1226
Dr. Steven Katz

APD1228H Individual and Group Psychotherapy: Family and Couples Counselling
This course will examine one of several contemporary models of psychotherapy for family and couples counselling.
Staff

APD1233H Cognitive Development and Applications
This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and findings from infancy to adolescence is assumed. We cover those topics that are currently consuming significant research interest among cognitive developmentalists. These topics currently include concepts and conceptual change in infants, core domains in conceptual development, the organization of action in infancy, the onset of symbolic functioning, memory development, the use of the imagination, theory formation as a model for conceptual change, and scientific reasoning.
M. Ferrari and Staff

APD1234H Foundations of Cognitive Science
This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
Staff

APD1236H Developmental Psychopathology
The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.
NOTE: Open to MA and PhD students in SCCP and DPE. Others by permission of the instructor
J. Jenkins

APD1237H Development and Learning
This course will cover theories and models of development that are relevant to how people learn. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas.0 1 316 520.h the social and culturalsgical andal rvatopics iewed ,ffective lear

APD1241H Outcomes of Early Education and Child Care
Does early childhood education make a difference? Are 'day care kids'
different from those cared for at home? If there are differences, what are
they? For whom are those differences, if any meaningful? Are those
differences, if any, lasting? How do we know? And, who cares? This
course will explore these issues; we will examine a variety of early
childhood programs, historical and contemporary, and the research and
evaluation studies related to them. Students will select and critique a
published evaluation study on aspects of early education/care, and
design their own evaluative study of an element of an early
education/care program of personal interest. ('Early childhood' = up to
9/10 years of age).
Staff

APD1245H Brief Strategies in Counselling and Psychotherapy
This course is intended to introduce students to basics of theory and
practice of three brief counselling models: Cognitive Therapy, Behaviour
Therapy, and Solution Focused Brief Therapy via discussions on the
required readings, instructor demonstration of specific techniques, class
role plays, regular practice of techniques with classmates, and analysis
and critique of DVDs of expert clinicians. Students will learn how to do a
suicide risk assessment and will develop a solid understanding of the
principles of crisis intervention. Related ethical and professional practice
issues will be addressed. Students will learn to compare and contrast
these three brief counselling models and how and when to integrate
crisis intervention in their work.
Staff

**APD1247H Practicum in Adult Counselling and Psychotherapy
      (Pass/Fail)**
This course must be taken in conjunction with APD1203Y Practicum in
Counselling. The two courses may only be taken by students enrolled in
Counselling programs. All students must arrange their practica in
consultation with the department's Coordinator of Internship and
Counselling Services.
Staff

APD1249H Social-Emotional Development and Applications
This course will review theories of social and emotional development,
and then follow the child's social-emotional growth from birth through
adolescence. Within the context of children's family and peer
relationships we will consider the ways in which emotional and social
experience becomes patterned, organized, and represented by the child
and by others. We will examine the implications of these issues for
problematic outcomes in families, daycares, and schools, and for
prevention and intervention practices.
M. Perlman and Staff

**APD1252H Individual Reading and Research in Counselling
      Psychology: Master's Level**
Specialized study, under the direction of a staff member, focusing upon
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APD1266H Career Counselling and Development: Transition from School to Work

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

APD1268H Career Counselling and Development: Transitions in Adulthood

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

APD1269H Use of Guided Imagery in Counselling and Psychotherapy

This course has both an assessment and intervention focus. Students will learn how to complement their existing assessment skills by accessing clients' images. Students will also learn how to work with images as they spontaneously occur in therapy. In addition specific interventions that are based on imagery will be examined. These include various forms of relaxation, desensitization, stress innoculation, 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.
Staff

Applied Psychology and Human Development

and indigenous healing practices. The course will focus on diagnosis and culture, transcultural psychiatry, cross-cultural counseling psychology, and the political economy of global mental health and well-being. An in-depth analysis of a number of individual country vignettes using a critical lens will be undertaken. Key concepts such as: globalization of mental health, cultural representation and presentation of mental illness and health, cross-cultural counselling and psychotherapy; Indigenous knowledges and traditional healing; political-economy of mental health and wellbeing will be critically understood and appreciated. This course will offer students an opportunity to learn about essential GMH current issues, discuss innovative cross-cultural counselling psychology collaborations, and critically examine strategic Indigenous initiatives aimed at reducing the burden of mental illness around the globe.
Staff

APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health

This course introduces students to the skills, theory, and practice of counselling interventions in persons experiencing mental health problems, as well as in mental health settings. It aims to develop peer-counselling skills and deepen self-awareness and interpersonal communication competencies. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. The course will use a combination of video-based counselling techniques, to assist students in developing basic counselling skills and increase their conceptual understanding of theoretical perspectives of counselling through practice, including counselling processes and case conceptualizations. The instructor will also present cases, including using video-taped counselling sessions, in addition to extensive counselling simulation. Unique to this program, is a cohort model of learning, where participants build trust with one another and build on their in-class relationships and discussions. Through presentations, experiential learning, class discussion, group exercises, counselling practice and videotaping, participants will:

•gain personal awareness of their own values and views and how they impact on the counselling experience
• gain a broad understanding of counselling theories
• learn to assist clients to develop their personal potential for growth and change
• practice basic counselling, problem-solving, decision-making and communication skills, and
• learn communication and conflict resolution approaches.

In addition, there will be a 250-hour placement in an approved field setting.
Staff

APD1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

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

APD1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education
J. Wiener

APD1286H Foundations of Literacy Development for School Age Children

The course will provide the student with a better understanding of current theoretical and applied issues in language and reading development. It will target primarily first language learning but will cover second language learning whenever appropriate. A cognitive-developmental approach will be used to examine topics such as: the development of basic language reading skills including speech perception and phonological awareness, morphological awareness, orthographic processing and their respective contributions to reading, lexical learning and vocabulary development, the role of vocabulary in reading comprehension, comprehension strategies, reading disability, cross-language transfer of language and reading skills between first and second language in bilingual children, and cognitive effects of bilingualism. Implications of theories on instruction will be discussed whenever relevant. Students will be encouraged to develop their own research and/or applied projects. The course will be conducted in a seminar format. A different topic will be discussed in each session. Key issues pertaining to research methodology and data analysis will be addressed as needed.
Prerequisite: APD1233H, APD1249H
B. Chen

APD1289H Multivariative Analysis with Applications [RM]

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

APD1290H Indigenous Healing in Counselling & Psychoeducation

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

the course will also focus on how peoples from non-dominant cultures construct illness perceptions and the kinds of treatments they expect to use to solve mental health problems through individual and community psychology interventions. In this respect the course is also intended to contribute to community development and community health promotion.
Staff

APD1291H Addictive Behaviors: Approaches to Assessment and Intervention
This course will explore the role of the counsellor/counselling psychologist in the field of addictive behaviours. Through lectures, interactive discussions, video demonstrations, group presentations, and experiential exercises, students will become familiar with various theoretical models of addiction, approaches to assessment, and common intervention methods and techniques. Several intervention approaches will be examined, including behavioural, cognitive-behavioural and motivational interventions, relapse prevention, and self-help approaches. Although the primary emphasis will be on substance use issues, other addictive behaviours will be covered (e.g. gambling).
A. Goldstein

APD1292H Instrument Design and Analysis [RM]
Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.
E. Jang

APD1293H Applied Research Design and Data Analysis [RM]
This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.
Prerequisite: JOI1288H or permission of the instructor.
NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.
Staff

APD1294H Technology, Psychology and Play
This course examines psychological theories of play and has a focus on the role of technology in play across the life span (e.g., Vygotsky, Huizinga, Brown) in relation to the role of technology in play (e.g., Resnick, Gee, Squires) from both human developmental and educational perspectives. Topics addressing play include: gamification, trust, collaboration and passion to learn. In addition, we will address the growing role of technology in 'eduplay' and emerging social implications (e,g., concerns of addiction to gaming, social media, and networked-connectedness).
E. Woodruff

APD1295H Adolescent Mental Health: An Examination of Risk and Resilience
This course focuses on the distinguishing characteristics of development during the adolescent years as depicted in evolving psychological theory and contemporary research. Broad themes will include: adolescent thinking and decision-making; self-concept and identity formation; interpersonal relations, socio-moral development, and values acquisition; sexuality and health; and the role of gender and culture in shaping adolescent experience. The course is intended for students whose research focuses on adolescents and those who are working with adolescents in educational, clinical, and social contexts.
NOTE: Preference will be given to APHD students. Students who have already taken APD3208H A Research Seminar in Adolescent Development are not allowed to take this course.
Staff

APD1296H Assessing School-Aged Language Learners
With increasing globalization and mobility across countries, student populations in urban schools include various groups of language learners, including immigrant children, indigenous language-speaking students, and second- or third-generation children who enter the school with fluent oral proficiency but with limited literacy skills in a language used as the medium of instruction at school. This course is designed for graduate students who wish to develop competencies in assessing additional language learners' language proficiency in K-12 curriculum learning contexts. The use of assessment is the central theme. We will consider theoretical bases and empirical evidence that educators and teachers should know in using assessment of school-aged language learners. Various cognitive and non-cognitive factors that influence students' language proficiency development will be examined. We will examine validity, reliability, and fairness issues arising from the use of standardized tests as well as classroom assessment.
E. Jang

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

APD1298H Imagination, Reasoning and Learning
The mainstream view of developmental psychologists has been that early childhood is a 'high season of imaginative play'. Watching children at play seems to bear this out. However, both the purpose and the nature of children's imagination have recently been subjects of debate. We will examine fundamental questions about the nature and purpose of children's imagination, play, and narrative comprehension in development. We will also ask whether 'imagination' and 'play' have been appropriately conceptualized: are the explicit and tacit assumptions that developmental psychologists have made about the nature of 'play' convincing, and are they well-defined? We will also ask questions about future thinking and counterfactual reasoning and whether and how they impact children's learning and development.
Prerequisite: APD1233H, APD1249H
P. Ganea

**APD1299H Language Acquisition and Development in Early
    Childhood**
Language is central to the human experience. It emerges universally and is acquired effortlessly by children. This seminar will focus on the acquisition of a first language by children. We will review the acquisition of the sounds of language, the meaning of language, and the structure of phrases and sentences. We will discuss both the process of acquisition and the competing theoretical explanations of that process. Particular emphasis will be placed on discovering the mechanisms children possess that enable them to learn language. Understanding how language develops and the factors involved can help us better identify appropriate interventions for children at risk.
Prerequisite: APD1233H, APD1249H
P. Ganea

APD2001Y Major Research Paper
A core element of the Research Intensive Training in Psychology and Education field of study within the Master of Arts in Child Study and Education program is the production of a Major Research Paper (MRP). The MRP represents a student's ability to engage in the production of a novel piece of research. The MRP will follow the OISE guidelines for the components of a M.A. thesis in terms of its design and layout. Students who complete an MRP will be assigned a primary faculty supervisor who will support the student through the research process and the development of a research proposal and MRP. A second faculty member will act as the "second reader" who must read and review the final MRP and provide formal approval of the MRP along with the primary supervisor.
Staff

APD2200Y Child Study: Observation, Evaluation, Reporting and

APD2214H Introduction to Curriculum 11: Special Areas
This course will provide students with an introduction to a broad range of curriculum areas important to elementary education. These areas include Health and Physical Education curriculum (movement competence strand), the Arts curriculum (music, drama, visual arts, dance), as well as the integration of these domains with other elements of the elementary curriculum. Students will have the opportunity to examine issues related to diversity and equity as well as the application of technology within these curriculum domains. The course will discuss how to design and implement instruction in these areas that is consistent with the learning expectations in the Ontario Curriculum (early childhood, primary, and junior years).
Prerequisite: APD2210Y
Staff

APD2220Y Teaching Practicum
First year Child Study and Education students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Dr. Eric Jackman Institute of Child Study. There are three practicum sessions, each providing 96 hours of practicum experience in three, eight-week, half-day blocks. This course is normally open to students in the MA in Child Study and Education program only.
Staff

APD2221Y Advanced Teaching Practicum (Pass/Fail)
Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.
NOTE: This course is open only to students in the MA in Child Study and
     Education program
R. Kluger and Staff

APD2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child
     Study and Education program only
Staff

**APD2252H Individual Reading and Research in Human
     Development and Applied Psychology: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

**APD2275H Technology for Adaptive Instruction and Special
     Education**
This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Applied Psychology and Human Development.
Staff

**APD2280H Introduction to Special Education and Adaptive
     Instruction**
A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical pr y curriculum domains. Tculum domainsTj linvesare ructin

Applied Psychology and Human Development

APD3200H Research Proseminar on Human Development and Applied Psychology

This course provides a doctoral-level survey of developmental psychology and the role of formal education in human development. At the end of the course, students are expected to have sufficient knowledge of the history and theories of developmental psychology and the role of education in development to be able to teach an introductory course in developmental psychology and education.
Staff

APD3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

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

APD3202H A Foundation of Program Evaluation in Social Sciences [RM]

This doctoral-level course serves as an introduction to program evaluation used in education, psychology, and social sciences. Program evaluation aims to systematically investigate the process, effectiveness, and outcomes of programs. Its primary goal is to inform decision-making processes based on answers to why it works or doesn't work and improve the quality of the program. In this course, students will learn the craft of program evaluation at various stages, including: critically appraising evaluation research; assessing program needs, developing a logic model, evaluating the process and outcomes of the program, evaluating efficiency, dealing with ethical issues, warranting evaluation claims, and communicating with stakeholders. This course will focus on both theoretical and practical issues in designing, implementing, and appraising formative and summative evaluations of various educational and invention programs. In this course, we will consider the effects of various social, cultural, and political contextual factors underlying the program.
E. Jang

APD3203H 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.
Staff

APD3204H 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

APD3205H Social and Moral Development

This course examines theoretical perspectives and contemporary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include: distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and sociomoral reasoning); aspects of social and moral experience (e.g., peer relations, prosocial behaviour); and political dimensions of interpersonal relations (e.g., social responsibility, prejudice) and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.
NOTE: Open to MA and PhD students SCCP and DPE. Others by permission of the instructor
M.L. Arnold

APD3215H Advanced Psychotherapy Seminar

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

APD3216H 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: APD3215.
J.E. Watson and Staff

APD3217Y Advanced Practicum in Clinical and Counselling Psychology

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

APD3221H Cross-cultural Perspectives on Children's Problems

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

APD3222H Approaches to Psychotherapy with Children, Youth and Families

The educational goals of this course are to: 1) develop a basic understanding of the major theoretical approaches in psychotherapy and to 2) develop basic psychotherapy skills. Focus of classes will vary, with some classes covering mostly theoretical information and others covering mostly practical skills. In addition, students will observe and, to the extent possible, take part in the provision of group and individual intervention services.

NOTE: Students who have previously taken HDP1222H are not allowed to take this course. Restricted to SCCP students only, others by permission of the instructor.

Staff

APD3224H Advanced Proactive Behavioural and Cognitive-Behavioural 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.

Staff

APD3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of APD3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.

Prerequisite: APD3224H and APD3258H (Stermac's).

NOTE: Limited to Counselling Psychology for Psychology Specialists Doctoral students.

J.R. Gillis or Staff

APD3227H Multi-Level Modeling in Social Scientific and Educational Research [RM]

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher improvement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", resolves the dilemma of "units of analysis". More importantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own research contexts.

Prerequisite: JOI1287H or equivalent.

Staff

APD3228H Mixed Methods Research Designs in Social Sciences [RM]

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

E. Jang

APD3231H Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. In keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory. That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and /or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.

Staff

APD3232H Developmental Trajectories and High Risk Environments

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

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

J. Jenkins

APD3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year. Open to School

knowledge/s. Students will review, analyse and redesign representative studies in multicultural counselling literature which will eventually lead to a doctoral thesis proposal.
R. Moodley

APD3270H Ed.D. Internship
All students completing an Ed.D. in Counselling Psychology for Community Settings will be required to complete the doctoral internship course. This course requires the completion of at least 500 hours of internship under the supervision of an experienced psychotherapist or counsellor approved by the Counselling Psychology Internship Coordinator. Ed.D. students in the Counselling Program have been completing this 500-hour internship requirement since the inception of this program. We wish to ensure that the completion of this requirement appears on the student's transcript as a completed course requirement.

Students will register in the course once the placement has been arranged and approved by the course instructor. The internship may be accomplished on either a full-time or part-time basis.

The internships may be served in a variety of settings and will normally involve case conceptualisation, treatment planning, counselling interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of diversity issues, such a gender identity or disability).
J. Silver

APD3271H Additional Doctoral Practicum
This optional practicum course is an additional practicum course that is available to Counselling Psychology (CP) program students at the PhD or EdD level. Students take it as an optional course beyond their program requirements. The course exists entirely to support students' development of their clinical skills. PhD students may register in this course any time that they commence a field placement experience under the supervision of a registered psychologist, providing that the placement is unpaid. Similarly EdD students may register in this course any time that they commence a field placement experience under the supervision of an appropriately trained professional psychotherapist, providing that the placement is unpaid. Students may register in this course multiple times to permit a broad variety of assessment, intervention and supervisory experiences. Students may register for this course only with the permission of the course instructor. There are three restrictions on enrollment: 1) There is a signed agreement between the supervisor and the student with regard to the new skills that the student will acquire. 2) For each registration, the student must remain in the placement for a minimum of 100 hours to ensure that the supervisor has had ample time to observe and evaluate. 3) The total of clinical hours accrued in each registration in this open practicum course will not normally exceed 500 hours.
J. Silver

APD3272H Early Learning Practice, Research & Policy
This introductory course aims to provide students with the importance of the dynamic relationship among and between research, practice and policy while surveying the developmental psychology literature and the role of formal education in early human development. Attention will also be paid to the importance of evidence-based leadership and communications in the process of impacting public policy.
C. Pascal

APD3273H Research Early Learning: An Overview of Quantitative and Qualitative Methodology
The course will provide students with the essential knowledge and skills to conduct all stages of the research process using qualitative, quantitative and mixed-methods approaches. The topics discussed in this course include formulation of research questions, working with the literature, research design and design of the data collection instruments, methods of data collection, quantitative and qualitative data analysis, interpretation of the results and report writing.
C. Pascal

APD3274H Early Learning and Thesis Development
Building on the research methods course, this course will support students in developing a rough draft outline of the first three chapters of their theses. It will enable students to gain a broader understanding of various research methods/data analysis; coherent to the thesis development with clear alignment of the over-arching research question, sub questions, methodology(ies), results and analysis. It will also provide students initial understanding of related materials including the ethical review process and formation of thesis committees.
C. Pascal

APD3275H International Policy Perspectives on Early Learning
This course will provide access to some of the most important thinkers in the world. Interviews of these experts will take place; annotated bibliographies for each expert will be developed; and related written and electronic material will be contributing to the ongoing development of an "electronic book" produced by the professors and students. Students will act as "interview producers" preparing all the necessary background research and questions required for each interview. Students will also lead online video conferencing seminars. NB: The first cohort has already produced a video book (along with an electronic link version) of interviews with eight leading experts.
C. Pascal

APD3286H Developmental Neuropsychology
In this course we will focus on brain systems involved in human emotion and self-regulation 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.
Anne-Claude Bedard

APD3297H 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

APD5000H Special Topics in Applied Psychology and Human Development: Master's Level

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

APD5284Y Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth and Families

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

Curriculum, Teaching and Learning (CTL)

Codes:

' = Field

• = Collaborative Specialization

Curriculum Studies and Teacher Development Program - MEd, MA, PhD

- **•** Comparative, International and Development Education - MEd, MA, PhD
- **•** Education, Francophonies and Diversity - MEd, MA, PhD
- **•** Educational Policy - MEd, MA, PhD
- **•** Engineering Education - MA, PhD
- **•** Knowledge Media Design - MEd, MA, PhD
- **•** Sexual Diversity Studies - MEd, MA, PhD
- **•** Women and Gender Studies - MEd, MA, PhD

Language and Literacies Education Program - MEd, MA, PhD

- **•** Comparative, International and Development Education - MEd, MA, PhD
- **•** Education, Francophonies and Diversity - MEd, MA, PhD
- **•** Educational Policy - MEd, MA, PhD
- **•** Ethnic and Pluralism Studies - MA, MEd, PhD
- **•** Knowledge Media Design - MEd, MA, PhD
- **•** Women and Gender Studies - MEd, MA, PhD

Master of Teaching - MT

- **'** Primary/Junior Education - MT
- **'** Junior/Intermediate Education - MT
- **'** Intermediate/Senior Education - MT

For more information on CTL programs, please see the School of Graduate Studies (SGS) Calendar. For details about Collaborative Specializations, please also visit the SGS website.

Curriculum Studies & Teacher Development Program

Curriculum Studies & Teacher Development Program

The CSTD program includes three areas of interest which reflect overlapping and intersecting strengths of faculty that teach within the Curriculum Studies and Teacher Development Program. Given the diverse academic and research interests of our faculty, three areas can suggest possible directions for students. Ones ont Program. Given the

beyond the scope of educational institutions like schools, with a focus on power relations, decolonization, and anti-discrimination. The kinds of educational phenomena considered within this cluster cover a wide range of issues and topics, such as student experience, indigeneity, human interaction, subjectivity, knowledge production, ecology, environmental justice, globalization, peace-building, colonialism, race, disability, gender, sexuality, cultural and linguistic difference, technology, and media production. Faculty affiliated with this cluster have a commitment to educational scholarship –including indigenous, international, and transnational perspectives –that promotes social justice, equity, and a critical consideration of how social categories and institutions shape educational experiences with a view to promoting and informing sustainable emancipatory, decolonizing, nonviolent, and anti-oppressive practices.

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

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

CTL1011H Anti-Oppression Education in School Settings
CTL1024H Poststructuralism and Education
CTL1031H Language, Culture, and Identity: Literary Text in Teacher Development
CTL1048H Qualitative Methodology: Challenges and Innovations [RM]
CTL1062H Performed Ethnography and Research-Informed Theatre [RM]
CTL1063H Pedagogies of Solidarity
CTL1064H Applied Theatre and Performance in Sites of Learning
CTL1065H Approaches to Anti-Homophobia and Anti-Transphobia Education
CTL1099H Critical Approaches to Art-Based Research [RM]
CTL1218H Culture and Cognition in Mathematics, Science and Technology Education

CTL3033H, CTL3800H, CTL3807H, CTL3810H, APD1287H, APD1288H, APD1296H, APD3202H, APD3228H, SJE1905H.

A student wishing to propose an alternative course to fulfill one of the course requirements will be required to obtain the approval of both the

experience, role, and number of hours working with students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted. For full application details, please see the MT admissions page at: www.oise.utoronto.ca/mt/index.html.

Degree Requirements

The 20-month Master of Teaching degree is composed of the equivalent of 20 half-courses, including four practice teaching placements and Master of Teaching major research projects. It is undertaken on a full-time basis through the fall and winter academic sessions of the first year, the intervening spring-summer term, and through the fall and winter academic sessions of the second year. Although students take fewer courses in the spring-summer term, this is full-time study and as there are fewer weeks to complete coursework, the term is compressed. Normally, advanced standing is not granted in this program. Graduates are awarded a Master of Teaching degree and are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**.

Teaching Divisions

Applicants must select **one** of the following concentrations:
* **Primary/Junior** (junior kindergarten to grade 6)
* **Junior/Intermediate** (grades 4 to 10)
* **Intermediate/Senior** (grades 7 to 12)

Primary/Junior Division (JK to Grade 6)

Primary/Junior Courses:
(equivalent to 20 half-courses)

CTL7000H - Curriculum and Teaching in Literacy
CTL7001H - Educational Professionalism, Ethics and the Law

specialization (list of subject specializations is subject to change):

CTL7020Y - Curriculum and Teaching in English
CTL7021Y - Curriculum and Teaching in History
CTL7022Y - Curriculum and Teaching in Mathematics
CTL7023Y - Curriculum and Teaching in Science: Biology
CTL7024Y - Curriculum and Teaching in Science: Chemistry
CTL7025Y - Curriculum and Teaching in Science: Physics
CTL7026Y - Curriculum and Teaching in Science: General
CTL7027Y - Curriculum and Teaching in Social Sciences - General
CTL7029Y - Curriculum and Teaching in Music: Instrumental
CTL7030Y - Curriculum and Teaching in Music: Vocal
CTL7031Y - Curriculum and Teaching in Health and Physical Education
CTL7034Y - Curriculum and Teaching in French as a Second Language
CTL7041Y - Curriculum and Teaching in Religious Education

Prerequisites
Before applying to the Intermediate/Senior concentration, applicants must ensure that they have the required number of prerequisite courses for the teaching subjects. For a list of I/S subject specializations and their required prerequisites, consult the website for Master of Teaching >Prerequisites (see lower half of the Master of Teaching webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Religious Education

All Master of Teaching candidates interested in teaching in the Roman Catholic Separate School system can choose to take the Teaching in Catholic Schools Religious Education course through the OISE Continuing and Professional Learning office. This course is required by the Catholic Boards as a pre-requisite for a job interview and as a condition of employment. This course is offered in the **first year** of the Master of Teaching program and is in addition to the degree's program requirements. Contact the OISE Continuing and Professional Learning office for information.

Combined Degree Programs

The Master of Teaching Combined Degree Program (CDP) is designed for University of Toronto students interested in studying the intersections of their Bachelor's degree specialization, coupled with professional teacher preparation.

For a general description of CDPs, see the School of Graduate Studies General Regulations section 1.4.3.

The following Combined Degree Programs are offered:

Bachelor of Kinesiology (Faculty of Kinesiology & Physical Education)/Master of Teaching

The Combined Degree Program (CDP): STG (St. George), Bachelor of Kinesiology/Master of Teaching is designed for students interested in studying the intersections of kinesiology and education, coupled with professional teacher preparation.

Students earn a Bachelor of Kinesiology (BKin) degree from the Faculty of Kinesiology and Physical Education and an accredited professional Master of Teaching (MT) degree at the Ontario Institute for Studies in Education (OISE). They will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:
- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and

- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with 1.0 credit (full-course equivalent [FCE]) that may be counted towards both the undergraduate and graduate degrees.

Further Information:
For more information about this Combined Degree Program, visit the School of Graduate Studies Calendar.

Bachelor of Physical and Health Education (Faculty of Kinesiology & Physical Education)/Master of Teaching

The Combined Degree Program (CDP): STG (St. George), Bachelor of Physical and Health Education/Master of Teaching is designed for students interested in studying the intersections of kinesiology and education, coupled with professional teacher preparation.

Students earn a Bachelor of Physical and Health Education (BPHE) degree from the Faculty of Kinesiology and Physical Education and an accredited professional Master of Teaching (MT) degree at the Ontario Institute for Studies in Education (OISE). They will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:
- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with 1.0 credit (full-course equivalent [FCE]) that may be counted towards both the undergraduate and graduate degrees.

Further Information:
For more information about this Combined Degree Program, visit the School of Graduate Studies Calendar.

Bachelor of Music, Stream in Music Education (Faculty of Music, University of Toronto)/Master of Teaching

The Combined Degree program (CDP) Bachelor of Music, Stream in Music Education/Master of Teaching is designed for University of Toronto Music Education students who are interested in pursuing a teaching career to gain early (conditional) graduate admission to the Master of Teaching (MT) program.

Students who successfully complete the Combined Degree Program, will earn a bachelor's degree and an accredited professional MT degree, and will be recommended to the Ontario College of Teachers for an Ontario

School of Graduate Studies Calendar.

Honours Bachelor of Science (HBSc) or Honours Bachelor of Arts (HBA) (Faculty of Arts and Science, University of Toronto) with Minor in Education and Society / Master of Teaching

The Combined Degree Programs for Honours Bachelor of Science and Honours Bachelor of Arts students who are enrolled in a Minor in Education and Society (Victoria College) and the OISE Master of Teaching are designed for students interested in studying the

Curriculum, Teaching and Learning Courses

Curriculum Studies & Teacher Development Program Courses

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

This is a required course for master's students (and doctoral students who did not take it in their masters programs). The aim of this course is to apply theory and research to the study of curriculum and teaching. The course (a) provides a language for conceptualizing educational

CTL1020H Teaching High Ability Students
This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1024H Poststructuralism and Education
This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Hélène Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas, Staff

CTL1026H Improving Teaching
A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation. This course is most suitable for primary and secondary teachers.
NOTE: Students who have previously taken CTL4000H are prohibited from taking this course
Staff

CTL1027H Facilitating Reflective Professional Development
Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
NOTE: Students who have previously taken CTL4001H are prohibited from taking this course
Staff

CTL1029H From Student to Teacher: Professional Induction
This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
NOTE: Students who have previously taken CTL4004H are prohibited from taking this course
M. Kooy

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development
The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
NOTE: Students who have previously taken CTL4007 are prohibited from taking this course
G. Feuerverger

CTL1032H Knowing and Teaching
This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
NOTE: Students who have previously taken CTL4008 are prohibited from taking this course
Staff

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
NOTE: Students who have previously taken CTL4009 are prohibited from taking this course
G. Feuerverger

CTL1037H Teacher Development: Comparative and Cross-Cultural Perspectives
In this course we explore differences in the ways "Knowledge", "Teaching", and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.
NOTE: Students who have previously taken CTL4013 are prohibited from taking this course

Staff

CTL1038H Change and Curriculum Implementation
This course examines the nature of educational change and its impact on the implementation of curriculum. How change affects teachers and how new curricula affect classroom practice, form the central focus of the course. Three basic approaches to implementation, the fidelity perspective, mutual adaptation, and curriculum enactment, are used as a framework to examine the research on implementation and identify factors which enhance and hinder successful change efforts. The role of professional development and strategies for effective professional development practices in support of implementation constitute the third area of study in this course.
Staff

CTL1040H Fundamentals of Program Planning and Evaluation [RM]
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.
NOTE: Students who have previously taken CTL2006 are prohibited from taking this course
T. Lam, Staff

CTL1041H Research Methods in Education [RM] / Introduction à la recherche empirique en éducation
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.

L'objectif général de ce cours est de développer chez les étudiantes et les étudiants les outils qui faciliteront la lecture critique de la recherche empirique en éducation. Les concepts de base, les méthodes et les problèmes pertinents àla recherche seront abordés en fonction des thèmes suivants: les étapes d'un processus de recherche, la formulation d'hypothèses, la conception et l'élaboration des instruments de recherche, les méthodes de cueillette de données, l'interprétation des résultats et la rédaction de rapports de recherche.
NOTE: Students who have previously taken CTL2007H are prohibited from taking this course
T. Lam, Staff

CTL1045H Survey Research
The course studies survey research design and questionnaire development. Topics include single and multiple waves research designs, sampling strategies, data collection methods (mail, telephone, computer administered, and individual and group interviews), non-response issues, questionnaire construction and validation, and sources of errors in self-reporting. Course content relating to the use of questionnaire as a form of data collection applies to research designs other than survey research. Teaching and learning will be conducted

CTL1062H Performed Ethnography and Research Informed Theatre [RM]
This course will provide students with an opportunity to learn about the arts-based research methods of performed ethnography and research-informed theatre. Performed ethnography, also known as performance ethnography and ethnodrama, involves turning the findings of ethnographic research into a play script that can be read aloud by a group of participants or performed before audiences. Performed ethnography can be seen as one kind of research-informed theatre. Other examples of research-informed theatre we will look at in this course include autobiographical theatre, community theatre, verbatim theatre, documentary theatre, tribunal theatre and history theatre.
Exclusion: CTL5010H Special Topics in Curriculum Studies and Teacher Development: Masters Level: Performed Ethnography and Research Informed Theatre [RM]
Enrolment Limits: 25
T. Goldstein

CTL1063H Pedagogies of Solidarity
Taking as a starting point a conception of pedagogy that centres relational encounters, this course seeks to consider the question of how to enter into relationships with others that seek to transform the very terms that define such relationships. The course explores how the concept of solidarity has been used to both explain the nature of social relationships between groups and individuals, as well as how it has been mobilized as a strategy for political work. In both counts, solidarity plays a key pedagogical role because it seeks to either sustain or challenge particular social arrangements. The course takes education and educational experience as a particular site for thinking through solidarity as both explanation and strategy, and considers a range of educational situations, including the classroom, to consider the complexities of solidarity as ethical encounters in pedagogical relations.
Enrolment Limits: 25
R. Gaztambide-Fernandez

CTL1064H Applied Theatre and Performance in Sites of Learning
This course will examine the research of, and different approaches to, applied and socially engaged theatre. Practitioners engaged in forms of applied theatre, such as drama in education, theatre for development, Verbatim theatre, participatory theatre etc. often believe creating and witnessing theatrical events can make a difference to the way people interact with one another and with the world at large. The 'social turn' in theatre is understood politically, artistically, and educationally to be in the service of social change, although there is certainly no single nor consistent ideological position that supports the expansive use of theatre in classrooms and communities. Theatre has been consistently used in formal and informal educational settings as a way to galvanize participation and make learning more relational, or more a student/participant-centred rather than teacher/facilitator- centred proposition. In addition to exploring the educational value of applied theatre in a range of contexts and through a variety of interventions and intentions, the course will also contemplate the ethics and poetics of representation in performance and in research.
Exclusion: CTL1799H Applied Theatre and Performance in Sites of Learning
Enrolment Limits: 25
K. Gallagher

CTL1065H Approaches to Anti-Homophobia and Anti-Transphobia Education
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation and gender identity among students in elementary and secondary schools. Course content and instruction will focus on understanding and addressing educational and schooling issues confronting lesbian, gay, bisexual, transgendered, and queer (LGBTQ) students. It will also explore strategies and resources for challenging homophobia, heterosexism, and transphobia in classrooms and schools. We will examine the ways homophobia, heterosexism, and transphobia intersect with multiple identities, other forms of oppression and our history of white settler colonialism. We will also examine curriculum materials and community support services that promote sensitivity, visibility and social justice.
Enrolment Limits: 25
T. Goldstein

CTL1099H Critical Approaches to Arts-Based Research [RM]
This course examines how creative practices can be employed to generate innovative research in the humanities and social sciences. Course participants will analyze current debates on representation, rationale, and ethics, and in particular they will examine how arts-based practices/processes can move educational research towards more critical, democratic, and participatory forms of research by attending to issues of social justice and equity.
S. Springgay

CTL1104H Play, Drama, and Arts Education
The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Staff

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CTL1105H Narrative and Arts-Based Approaches to Research and Professional Practice.
The course examines a variety of narrative and me.Exclusion: 1 361 g 3.upon35.ent

CTL1110H The Holistic Curriculum
This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1112H Expressive Writing: Practice and Pedagogy
This course focuses on the pragmatics of expressive writing in a range of pedagogical settings. Students will experience the ways in which a range of styles and modes of expressive writing operate in various prose forms including personal narratives, arguments, evaluations, interviews, and reports. Students will consider the implications of this expressivist pedagogy for educational practice from elementary to post-secondary learning. Students will work both independently and collaboratively. Assessment will be portfolio-based.
G. Allen

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives
The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
Staff

CTL1116H Holistic Education Approaches in Elementary School Mathematics
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, selected readings and a final (usually classroom-

Staff

CTL1214H Equity Issues in Science Education
This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.
Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools
This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and sociocultural interpretations of science and technology.
E. Pedretti

CTL1216H Teacher Leadership in Science, Mathematics and Technology Education
This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teacher's work, the construction of teacher's knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organizational conditions of schools, which support teacher leadership and learning. During the course, participants will be required to interview a colleague, and to arrange access to a classroom or instructional setting to conduct some action research on their own leadership by observing and providing feedback to another teacher, instructor or colleague.
J. Wallace

CTL1217H Integrating Science, Mathematics and Technology Curricula
This course focuses on curriculum issues associated with integrating school science, mathematics and technology. Participants will examine the contemporary literature on curriculum integration. Topics include the history of curriculum integration and school subjects, theoretical and practical models for integration, strategies for teaching in an integrated fashion, student learning in integrated school settings, models for school organization, and curriculum implementation issues. During the course, participants will be required to interview a colleague, and to arrange access to a classroom or instructional setting to conduct some action research on their own integrated teaching practices.
J. Wallace

CTL1218H Culture and Cognition in Mathematics, Science and Technology Education
This course explores the fundamentally cultural nature of all learning, but specifically learning of mathematics, science, and technology disciplines. The course is roughly split into three major sections. We begin with a brief overview of cultural-historical approaches to understanding learning and cognition. These theoretical frameworks begin with the assumption that cognition is fundamentally social and cultural, always grounded in activity, practices and communities. Secondly, we will focus on empirical research on mathematical, scientific and technological thinking in various contexts, ranging from elementary school mathematics classes to grocery shopping to carpet laying to theoretical physics. Finally, using the theoretical and empirical work as a foundation, we will study approaches

to instruction based on the assumption that all learning is cultural.
I. Esmonde

CTL1219H Making Secondary Mathematics Meaningful
Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the Ontario mathematics curriculum guidelines. Throughout the course, we will focus on the question 'making mathematics meaningful for whom,' so an equity focus will pervade each week's readings and discussions. Topics may include: Streaming and school structures, the use of open-ended problems, identity issues, building on community knowledge, classroom discourse, and assessment.
I. Esmonde

CTL1220H Sociocultural Theories of Learning
This course is an introduction to sociocultural theories of learning, including both historical and contemporary views on how culture, society and history influence the nature of learning. We will begin with Vygotsky and activity theory, and then consider a broad spectrum of current views that draw on this work.
I. Esmonde

CTL1221H Education for Human Goals Local and Global: How is Science Education Helping?
The role of science education in positively impacting life conditions globally is perhaps the most intriguing and urgent problem for science education. In this regard, a recurring theme in local and international deliberations on science education is the role of school science in social, economic, and cultural conditions, that is, in everyday life. This course will facilitate a systematic analysis of the role of school science in everyday life along five themes: The context for the issues that pertain to science education and social economic development; Emergent constructs for school science; How people learn and knowledge transfer; The realities of science teaching and learning; The notion of knowledge, school science, other sciences, and social economic development; and, Historical reflections and critique of the science education endeavor.
W. Gitari

CTL1222H Environmental Studies in Science, Mathematics and Technology Education
In this course we will explore teaching and learning about environmental education (EE) through science, mathematics and technology education. Environmental education is a particularly timely topic given the recent changes to Ontario curriculum and the renewed interest in environmental issues nationally and internationally. Central to this course is a commitment to a teaching and learning continuum that includes the use of schools, school grounds, the local and broader community, and outdoor education centres. All of these 'places' become contexts in which educators can explore environmental education. In this course, we will attempt to link our discussions to the theory and practice of EE education. Specifically, we will examine the notion of environmental literacy and citizenship, current changes in Ontario curriculum and policy, the relationship between EE and nature, sustainable development and social justice, place-based education, outdoor education, and EE and Indigenous knowledge. The course also examines the philosophical and ideological orientations and competing frameworks that underpin the EE movement in Canada and elsewhere, and identifies some of the theoretical and practical problems surrounding its implementation.
Enrolment Limits: 25
E. Pedretti

CTL1223H Activist Science & Technology Education

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addresses theory and practice regarding relationships among various powerful individuals and groups in societies (e.g., corporations, transnational organizations, banks, financiers, politicians, think tanks, technologies, advertisements) and fields of professional science and technology regarding the extent to which they may contribute to the wellbeing of individuals, societies and environments. Attention also is paid to citizens' roles in conducting research and using findings to inform socio-political actions to influence powerful people/groups and fields of science and technology promoting a better world.
L. Bencze

CTL1304H Cultural Studies and Education/Études culturelles et éducation

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

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

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

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

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

CTL1307H Identitwçons c0 1 316 726.2 Tm4héori 1 0 0 1 36 36 1tions to influer

CTL1318H Teaching Conflict and Conflict Resolution
This seminar examines how young people may be taught (and given
opportunities), implicitly or explicitly, to handle interpersonal and social
conflict. The course examines the ways conflict may be confronted,
silenced, transformed, or resolved in school knowledge, pedagogy,
hidden curriculum, peacemaking and peacebuilding programs,
governance, discipline, restorative justice, and social relations, from
Canadian and international/ comparative perspectives. The focus is to
become aware of a range of choices and to analyze how various
practices and lessons about conflict fit in (and challenge) the regular
activities and assumptions of curriculum and schooling, and their
implications for democracy, justice, and social exclusion/ inclusion.
Participants will become skilled in analyzing the conflict and relational
learning opportunities and dilemmas embedded in various institutional
patterns or initiatives to teach or facilitate conflict resolution and
transformation and to prevent violence.
K. Bickmore

**CTL1319H Religious Education: Comparative And International
        Perspectives**
This course presents and examines various international and
comparative perspectives on religious education within and across
Buddhist, Christian, Hindu, Islamic, and Jewish faith communities. We
will critically and comparatively engage in the policies, practices, and
research on religious education in public and faith-based schools Canada
and internationally. No previous knowledge or coursework on religious
education is necessary.
Enrolment Limits: 25
S. Niyozov

**CTL1320H Introduction to Aboriginal Land-centered Education:
        Historical and Contemporary Perspectives**
This course is designed as an introductory course for both Aboriginal
(FNMI) and non-Aboriginal educators and professional practitioners
focusing on issues related to teaching and learning in Aboriginal contexts
in both urban and rural communities in Canada and more generally
across Turtle Island (North America). We will be examining Indigenous
ways of knowing and consider the ways this knowledge may inform
teaching and professional practirest 6

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

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

Exclusion: Students who have completed HSJ1404 are prohibited from taking this course.
Enrolment Limits: 36
R. Sandwell

CTL1408H History of Education and Society: Selected Topics

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

Exclusion: Students who have previously taken HSJ1405H are prohibited from taking this course.
Enrolment Limits: 25
H.M. Troper & D. Levine

CTL1423H Families, Schooling and Canadian History, 1840-1970

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

Exclusion: Students who have previously taken HSJ1423H are prohibited from taking this course.
Enrolment Limits: 25
R. Sandwell

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

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

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

of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.
Exclusion: Students who have previously taken HSJ1430H are prohibited from taking this course.
Enrolment Limits: 25
C. Morgan

CTL1448H Popular Culture and the Social History of Education: II
This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
Exclusion: Students who have previously taken TPS1448H /HSJ1448H are prohibited from taking this course.
Staff

CTL1454H The Battle Over History Education in Canada
Canadians, like other peoples around the world, have witnessed a breakdown in consensus about what history should be taught in schools, and a heightened awareness of the political nature of deciding whose history is, or should be, taught. Debates about what to teach, and how, are appearing as strands within larger discussions about the social and political meaning and purposes of history, and 'historical consciousness' is emerging in a wide range of cultural activities, from visiting museums to watching the History Channel. Adults and children alike seem to be seeking answers to questions of identity, meaning, community and nation in their study of the past. Students in this course will explore through readings and seminar discussions some of the complex meanings that our society gives to historical knowledge, with particular emphasis on the current debates about history teaching in Canadian schools, and the political and ethical issues involved. This course was previously listed under TPS1461 - "Special Topics in History: History Wars: Issues in Canadian History Education".
Exclusion: Students who have previously taken TPS1461H/HSJ1454H are prohibited from taking this course.
Enrolment Limits: 25
R. Sandwell

CTL1460H   History and Educational Research [RM]
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Exclusion: Students who have previously taken HSJ1460 are prohibited from taking this course.
Enrolment Limits: 25

Staff

CTL1801H Action Research and Professional Practice [RM]
An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, and participatory research. Emphasis will be

cultural theory and the integration of the arts in education through curriculum implementation and research.
R. Gaztambide-Fernandez

CTL1819H Multicultural Literature in the Schools: Critical Perspectives and Practices
In this course, we examine multiple and multicultural books. We examine the multicultural literature (what we read) as well as critically analyzing (how we read) these texts. Critical (indications of class, race and gender relations); multicultural (acknowledges the diversity in cultural experiences) analysis and social action/justice (what and how we act on these analyses) will guide our work together. The new knowledge constructed will inform how we create and develop critical perspectives and practices with students in the schools.
M. Kooy

CTL1822H Urban School Research: Youth, Pedagogy, and the Arts
This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, subjectivity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the development of school-based research projects will be a particular focus. Two of the primary goals of the course are: to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.
K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner
This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1841H Research Seminar in Science, Mathematics and Technology Education [RM]
A critical examination of current theoretical perspectives and research methods in science, mathematics and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.
J. Wallace

CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries [RM]
Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed

research methods.
Staff

CTL1844H Seminar in Evaluation Problems [RM]
A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL1843 (previously CTL2803) or equivalent.
Exclusion: Students who have previously taken CTL2810 are prohibited from taking this course.
NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL1846H Assessment for Teaching and Learning
Assessment is an integral part of the instructional and learning process. We are also aware that assessment is increasingly used as a means to drive educational reforms and evaluate the quality of education by holding educators accountable for students' learning outcomes. This test-driven educational reform effort has caused a great deal of controversy in modern society across continents. This course is intended for those

able to: Identify and carry out the appropriate analytic technique for organizing the given data to answer the research question; develop a critical understanding of the assumptions and limitations associated with specific data analytic techniques; feel competent in analyzing most types of educational data; understand the standards of educational research and apply such an understanding to real data analysis and synthesis; Develop the abilities to evaluate the quality of inferences and interpretations from data analyses as a way of building validity claims; Interpret research findings substantively and communicate them to not only academics but also practitioners.
E. Jang

CTL1861H Critical Ethnography [RM]

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1864H Methodologies for Comparing Educational Systems [RM]

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
NOTE: Students who have previously taken CTL6801 are prohibited from taking this course
Staff

CTL1899H CSTD Doctoral Proseminar in Curriculum Studies and Teacher Development

The proseminar half-course will be organized into three-hour sessions. These sessions will often involve two parts, which may be organized in any order from week to week. First, some classes will feature a member of the CSTD faculty who will be asked to introduce her or his research to the students and to speak to the question of how her or his work is situated within curriculum studies. Invited faculty will be able to choose one or two readings for that week, in order to give students an introduction to their work prior to the class. Second, each class session will focus on a topic of interest to doctoral students related to academic work in general and doctoral work in particular. The course will introduce students to the details of being a PhD student in CSTD and will provide a forum for exchanging resources and ideas among students. In tandem, the proseminar will provide students with an introduction to academic life in general, including issues such as conferences, publications, teaching experience, academic job markets, etc.
Enrolment Limits: 25
T. Goldstein, R. Gaztambide-Fernandez, staff

CTL1923H Mobile and Ubiquitous Computing in Education

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

CTL1997H Practicum in Curriculum: Doctoral Level

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

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

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learning and teaching.
Staff

CTL3002H Second Language Teaching Methodologies
This course offers a historical survey of second language teaching
methodologies and provides students with theoretical knowledge of
innovative current practices, including the movement to a post-method

CTL3015H Language and Literacies Education in Multilingual Contexts

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

CTL3018H Language Planning and Policy/Politique et aménagement linguistique

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

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

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

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

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to

Exclusion: Students who have previously taken CTL1002H are prohibited from taking this course.
C. Connelly

CTL3028H Literacy in Elementary Education

An analysis of the components of literacy programs in the early years. The course will focus on reading and writing elementary education, and will use a wide range of methods and materials of instruction. Topics include: child- and teacher-centred philosophies, content area literacy, use of digital technology, and assessing growth in reading and writing.
Exclusion: Students who have previously taken CTL1003H are prohibited from taking this course
C. Kosnik, Staff

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

An examination of the nature and function of the study of literature. Children's Literature as a Foundation of Literate and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Exclusion: Students who have previously taken CTL1008H are prohibited from taking this course.
S. Stagg-Peterson, Staff

CTL3030H Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy exploring their implications for work with Theory and Practice in Elementary literacy, learning and instruction. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches.
Exclusion: Students who have previously taken CTL1009H are prohibited from taking this course.
S. Stagg-Peterson

CTL3031H 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.
Exclusion: Students who have previously taken CTL1010H are prohibited from taking this course.
G. Feuerverger

CTL3032H Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.
Exclusion: Students who have previously taken CTL1039H are prohibited from taking this course.
S. Stagg-Peterson

CTL3033H Literacy Research Methodologies

An exploration of the relationships between theory, research findings, course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of the instructor.
Exclusion: Students who have previously taken CTL1805H are prohibited from taking this course.
S. Stagg-Peterson, Staff

CTL3034H New Literacies: Making Multiple Meanings

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

Note: CTL3034H New Literacies: Making Multiple Meanings, is cross-listed between LLE and CSTD and therefore also counts towards CSTD program requirements.
R. Simon

CTL3035H Critical Literacy in Action

This course focuses on critical literacy and the theories that underpin it. Throughout the course participants are asked to explore issues raised by critical literacy in relation to their own circumstances, particularly as these pertain to educational issues within society. This course challenges participants to develop critical questions with application to personal/professional contexts. Video clips of interviews with renowned scholars in literacy studies form the basis of this interactive course. Major questions discussed throughout the course are: What is literacy? What is critical literacy? What is the history of critical literacy? - What is so critical about critical literacy? What are the theoretical underpinnings of critical literacy? How do critical literacies converge and diverge with multiliteracies? What does critical literacy look like in practice? Graduate students will be asked to generate additional critical questions that contribute to individual or collective critical inquiry projects such as a critical literature review, a thesis research project or a curriculum analysis

that investigates burning questions about critical literacies.
Exclusion: CTL5010H: Special Topics in Curriculum Studies Teacher
    Development: Masters level: Critical Literacy in Action
K. Cooper

CTL3036H Expressive Writing: Practice and Pedagogy
This course focuses on the pragmatics of expressive writing in a range of
pedagogical settings. Students will experience the ways in which a range
of styles and modes of expressive writing operate in various prose forms
including personal narratives, arguments, evaluations, interviews, and
reports. Students will consider the implications of this expressivist
pedagogy for educational practice from elementary to post-secondary
learning. Students will work both independently and collaboratively.
Assessment will be portfolio-based.
G. Allen

CTL3037H Biography in Educational Contexts [36L]
This course, focusing on (auto)biography, provides graduate students the
opportunity to critically analyze biographical contexts of influential
educational researchers and scholars such as Henry Giroux, Maxine
Greene, and William Pinar, amongst others. Using relevant theoretical
frameworks, course participants will engage with the biographies of
numerous scholars and will critically discuss the important contributions
they have made to the educational field. Students will also have the
opportunity to explore and reflect on their own lived experiences and
circumstances, particularly in relation to educational issues within
society. Video clips of interviews with renowned scholars form the basis
of this interactive course.
K. Cooper

**CTL3100H Communication and Second Language Learning in the
    Workplace [36L]**
A huge proportion of workers in Canada utilize at least one language
which is not their mother tongue in order to carry out their work. In this
course, we will investigate a wide variety of questions and topics related
to second language speakers and learners in the workplace. What is
workplace communication? Who does it? Why? What impact do factors
have on the conversations that occur in the workplace, including:
- second language ability
- sociolinguistic competence
- intercultural communication
- one's institutional role (e.g., employee, employer, supervisor, entry-level
worker)
- type of workplace (e.g., medical, legal, university, warehouse,
construction, etc.
- types of speech events that occur (e.g., meetings, interviews, email
memos, internet chatrooms, lectures, workplace ESL classes, etc.)

We will use sociolinguistic tools to understand workplace settings and to
investigate what makes for successful multicultural/intercultural
workplace interactions. We will analyze authentic examples of written
and spoken language in a variety of workplace settings.
J. Kerekes

CTL3101H Language Awareness for Language Educators [36L]
This courses explores the nature of language: its rule-governed structure,
its variety and its universal characteristics, the way it is acquired by
native speakers and additional language learners, its role in society, its
role in creating, sustaining, and enhancing power, and its role in informal
and institutional education. The aim of the course is to consider (i)
language awareness and use in first, second, and foreign language
education; (ii) the special need for language awareness in L2 contexts;
and (iii) the role of language awareness in teacher development and
program administration. Students will relate course concepts to their own

language learning and teaching experiences, and will carry out
observational/empirical tasks to apply their learning to the real world.
J. Kerekes

**CTL3410H Schooling in the Movies: Education as Reflected in
    Hollywood Films**
The course will be built around a series of six two week class units. In the
first class of each unit students will view a film after which, with the film
still fresh in mind, they will have a first discussion of the film and issues it
raises. For the next class students will watch a second film on the same
topic from a short list supplied, read contemporary reviews for both films,
read assigned monographs or articles related to the historical period or
subject matter of the films and prepare a short critique based on the films
and readings. The second class in each unit will then review the critiques
and discuss the films in light of insight afforded by historians or other
scholars. Students will also prepare a course paper.
Exclusion: Students who previously completed HSJ1410H are prohibited
    from taking this course.
Staff

CTL3411H Cinema and Historical Literacy
This course considers how viewers "read" historical cinema. Its focus is
on the divergent demands of the production of historical films and the
ways in which those demands distort (or just change) historical events in
order to produce a consumer product. Each class has an introduction by
the professor, viewing the film, and a discussion period. Students write
weekly reports and a term paper.
D. Levine ofstiotorical1 0ll.atusbe5sti3ure". Its

CTL3412H Shakespeare and Cultural Literacy
William Shakespeare is the most famous person in the English-language
tradition. This course has three main themes: "Historical Shakespeare",
"Re-Created Shakespeare" and "Shakespeare and Popular Culture". Its
primary concern is not literary but, rather, the social and historical
evolution of Shakespeare's iconic status.
Staff Kerekes

D. Levine

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

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

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

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

academic term in which the course is to begin.
Staff

CTL5010H 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-Individual Reading and Research in Curriculum: Master's Level, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL5300H Special Topics in Language and Literacies Education Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of language and literacies education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798-Individual Reading and Research in Language and Literacies Education: Master's Level, which is normally conducted on a tutorial basis.)
Staff

CTL5700H Special Topics in Teaching
A course designed to permit the study of a specific area of teaching not already covered in the courses listed for the current year.
Prerequisite: Enrolment limited to students in the Teaching program.
Staff

CTL6010H 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-Individual Reading and Research in Curriculum: Doctoral Level, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL6300H Special Topics in Language and Literacies Education: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998-Individual Reading and Research in Language and Literacies Education: Doctoral Level, which is normally conducted on a tutorial basis.)
Staff

CRE1001H Éducation, francophonies et diversité
This seminar proposes to study, from a range of perspectives, Francophone minorities within local, national and international spaces. It will discuss the processes of minoritization and exclusion existing within and towards francophone minorities. The study of issues structuring the French-speaking space is an opportunity to bring to light the transformative processes that have taken shape, have been contested, and which have succeeded each other as debates have evolved over time and to identify the actors involved, their motivations, the context of their actions and the categories of classification that emerged from these debates. Similarly, the study of linguistic minorities has led to the exploration of a large number of theoretical concepts and advances stemming from various disciplines and traditions. This seminar will thus serve as a forum for examining how to achieve a better understanding of the issues facing linguistic minorities and to formulate new research questions by using various theoretical orientations and putting them to

work.

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

JTE1952H Language, Culture, and Education/Langue, culture et éducation
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, àl'intérieur comme àl'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée àl'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer àl'oral et àl'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 àl'examen des problèmes de l'éducation francophone.
M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change
Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and

negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
Staff

JTE3803H Ethnographic Research in the Language Disciplines

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CTL7006H Educational Research 1

This course is designed to develop students' identities as teacher-researchers who continuously engage in critical inquiry as a key component of their professional practice. Students will develop knowledge and understanding of how to access, interpret, synthesize, and evaluate research literature in a chosen field of study, and they will learn what it means to enact research-informed practice in their identities as critical inquiry practitioners. The following themes guide the course in complementary ways: 1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice 2) the teacher as a reflexive agent responsive to the reproduction of social inequities in students' experience of schooling and learning, 3) the teacher as a critical analyst of educational research and knowledge production, 4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling.
Staff

CTL7007H Authentic Assessment

This course presents an overview of the basic concepts, practices, and current research associated with effective assessment and evaluation in Ontario classrooms. Teacher candidates will develop an understanding of Ontario curriculum and policy documents as relevant to the professional obligations of student assessment and evaluation, grading and reporting. Examination of effective strategies of assessment for, as, and of learning is at the core of this course. Drawing on current research, attention may be given to topics such as validity and reliability, assessment tool design, success criteria, quality feedback, performance assessment, authentic assessment, portfolios, self-evaluation, data gathering and management, standardized testing in provincial or large-scale assessments, as well as assessment related beliefs, attitudes, and issues of psychological well-being. Related issues of equity and a critical stance are infused and discussed throughout the course.

This course is normally open only to students in the MT program. Students may not take CTL 1019.
Staff

CTL7008H Introduction to Special Education and Mental Health

In this course, teacher candidates are introduced to topics/core content related to both Special Education and Mental Health and Well-Being. Teacher candidates will consider Special Education from the perspective of the general classroom teacher. From this perspective, special education is not "special" but is effective teaching that benefits all students in the class. Teacher candidates will consider Mental Health as pertaining to students' resilience, social/emotional well-being and mental wellness.

This course is designed to promote critical and reflective thinking and learning about topics related to supporting a diverse range of learners, including students identified as requiring special education support. Specifically, this course will support teacher candidates to: (1) examine their own beliefs and practices related to supporting student learning, (2) understand and utilize a strength-based approach and teaching strategies for differentiation, accommodation, and modification to plan for and assess learning needs, (3) understand the relationship among mental health, well-being and achievement and view student well-being as inclusive of physical, cognitive/mental, social and emotional well-being, (4) identify ways to support students' mental health and well-being and identify students who require more intensive intervention (4) develop the capacities to work with families and other professionals in support of students, (5) demonstrate the knowledge, skills, attitudes, and confidence necessary to effectively promote success for students with a broad range of experiences, needs and abilities, including students with exceptionalities, (6) develop the knowledge and skills pertaining to First Nation, Metis, and Inuit ways of thinking about the kinds of differences associated with special education needs. This course will pay particular attention to current research in planning for inclusion through Universal Design for Learning (UDL), differentiated instruction (DI), and response to intervention (RTI) and how these can inform teachers' responses to students; various ways of being, learning, and showing understanding in the classroom.
Staff

CTL7009H Anti-Discriminatory Education

This course inquires into a range of equity issues including: teacher candidates' (TC) own biases, dispositions, ideas and positionality; relationships between and among students, teachers, community, administrators and families; the ways in which systemic oppressions operate within K-12 schooling in Ontario and beyond; and the interlocking social, economic and political (re)production of inequalities (including but not limited to race, indigeneity, class, gender, sexuality, ability, language, age and religion). The course develops TC capacity to interrogate and challenge multiple forms of discriminatory practices within education, seeking to develop TC's understandings of theories and practices of pedagogies of liberation within daily life in schools. This course is normally open only to students in the Teaching program.
Exclusion: Students who have completed this course are prohibited from taking CTL1011H.
Staff

CTL7010H Issues in Numeracy and Literacy

In this course, Primary/Junior 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. This course is normally open only to students in the Teaching program.

Teacher candidates in the Junior/Intermediate division will explore a variety of both theoretical and current issues related to junior and intermediate schooling. The importance of content area curriculum, including the drama and dance curriculum; integration of curriculum across subject areas, community in classrooms and schools; culturally responsive teaching; and out of school experiences will be addressed. In the literacy portion of this course, there will be an emphasis on critical literacy, drama curriculum and dance curriculum specific and overall expectations. The course is intended to help student teachers understand the complexity of the junior/intermediate panel and particular issues regarding working with adolescents. Student teachers will be encouraged to articulate personal beliefs as they relate to teaching of drama, dance, critical literacy, and mathematics, as well as working with students, and the role of the teacher.
Staff

CTL7011H Child and Adolescent Development and Learning

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. This course is normally open only to students in the Teaching program.
Staff

CTL7012H Issues in Secondary Education
In this course, teacher candidates will explore theoretical and current issues in secondary education spanning Grade 9 to 12. The course will also explore the issues surrounding Grades 7 and 8 and the transition into secondary schools. The experiences in this course are intended to help teacher candidates to bridge theory and practice, and articulate personal beliefs and experiences related to issues in secondary education. This course is normally open only to students in the Teaching program.
Staff

CTL7013H Arts in Education
An introduction to research-informed teaching and professional learning in Music Education, Visual Arts Education, and Health and Physical Education for students in grades 4 to 10. For each of these disciplines, the course explores Ministry curriculum, lesson design and planning, pedagogy, assessment and evaluation, and research in light of contemporary educational theory and practice. This course is normally open only to students in the Teaching Program.
Staff

CTL7014H Fundamentals of Teaching and Learning
This course will explore the complexity of schools and place of the school in the community. Practical issues around lesson planning, unit planning, classroom management, and the class as a community are addressed. This course provides a practical and conceptual introduction to the teaching of students and will introduce student teachers to many of the philosophies, methods, and materials relevant to teaching. It provides opportunities to develop an understanding of the process of becoming a teacher, insight into the role of ethics in research, and to acquire the skills and attitudes to be a thoughtful and reflective practitioner. In these respects, this course enables the student teacher to build a foundation for continuing professional growth as an individual and as a member of the teaching community. This course is normally open only to students in the Teaching program.
Staff

CTL7015H Educational Research 2
This course is paired with the 2nd year Practicum course (CTL7005H), and serves to connect academic course work, researching and writing the later stages of the Master of Teaching Research Project, and the development of students' professional identities as teachers. This course therefore attends to the intersections of research, theory, and practice. Course goals include deepening understanding of the complexities of teaching and learning, refining a vision of teaching, and preparing

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practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education guidelines. This course is normally open only to students in the Master of Teaching program.

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

Staff

CTL7021Y Curriculum and Teaching in History - Intermediate/Senior

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

Prerequisite: Students must have six full-year university courses in History if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in History, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Staff

CTL7022Y Curriculum and Teaching in Mathematics - Intermediate/Senior

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

Prerequisite: Students must have six full-year university courses in Mathematics if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Mathematics, refer to the website for Master of Teaching > Prerequisites (see lower half of webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Staff

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

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

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Biology (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Biology, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Staff

CTL7024Y Curriculum and Teaching in Science: Chemistry

The I/S Science-Chemistry course provides a practical and conceptual introduction to the teaching of Intermediate Science (Grades 7 to 10 Science) and Senior Chemistry (Grades 11 and 12 Chemistry). This course consists of a series of lectures, seminars and laboratory workshops designed to emphasize the research in teaching and learning of chemistry The course expectations, pedagogy, methodology and content of science in the intermediate and senior grades are guided by the Ministry of Education curriculum policy documents: The Ontario Curriculum, Grades 1-8, Science and Technology (2007), The Ontario Curriculum, Grades 9 & 10, Science (2008) and The Ontario Curriculum Grades 11 & 12 Science(2008). The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and candidates will be encouraged to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Chemistry (regardless of whether it is the first of second choice teaching subject). For further details about prerequisites in Science-Chemistry, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Staff

CTL7025Y Curriculum and Teaching in Science: Physics

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Students must have six full-year university courses in Science, with a minimum of four full-year courses in Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-Physics, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html

Staff

CTL7026Y Curriculum and Teaching in Science: General [72L]
This course provides a practical and conceptual introduction to the teaching of Intermediate and senior Science. It consists of a series of lectures, seminars, and laboratory workshops designed to emphasize the expectations, pedagogy, methodology, and content of science. The course is designed to assist students to explore: the teaching and learning process, the pedagogical considerations in teaching science; and the challenges of teaching science as a curriculum subject in schools with a diverse student population and research in science education. It is also designed to help develop the knowledge and skills of curriculum development within the context of curriculum theory and to support personal reflection within the context of contemporary classrooms or other education settings.
Prerequisite: Students must have six full-year university courses in Science, with a minimum of one full-year course in each area of Biology, Chemistry, and Physics (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in Science-General, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html
Staff

CTL7027Y Curriculum and Teaching in Social Science: General (I/S)
This course is designed to prepare teacher candidates to teach students Social Science at the Grade 7-10 level in a thoughtful and interactive way. It focuses on Social Science at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current Social Science curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting Social Science content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make Social Science meaningful for children, and how to promote positive attitudes.
Prerequisite: Students must have six full-year university courses in any of Psychology, Sociology or Anthropology if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice.
Staff

CTL7029Y Curriculum and Teaching in Music: Instrumental
This course investigates approaches to music learning, teaching, and assessment through instrumental performance, composition, conducting, listening, analysis and creative problem solving. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. A range of music education philosophic orientations, Ministry of Education policies, music technologies, research-informed pedagogies, and those emerging the field are considered while learning to design of curriculum lessons and units. Recent research questioning the music education paradigm of the past 25 years is examined. A practitioner research stance is the basis for all assignments, which curriculum development, and practical learning in Japanese lesson study format as well as philosophic writing.
Prerequisite: Students must have six full-year university courses in

Instrumental Music if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Instrumental Music, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html
Staff

CTL7030Y Curriculum and Teaching in Music: Vocal [36L]
This course investigates approaches to music learning, teaching, and assessment through vocal performance, composition, conducting, listening, analysis and creative problem solving. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. A range of music education philosophic orientations, Ministry of Education policies, music technologies, research-informed pedagogies, and those emerging the field are considered while learning to design of curriculum lessons and units. Recent research questioning the music education paradigm of the past 25 years is examined. A practitioner research stance is the basis for all assignments, which curriculum development, and practical learning in Japanese lesson study format as well as philosophic writing.
Prerequisite: Students must have six full-year university courses in Vocal Music if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject. For further details about prerequisites in Vocal Music, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html
Staff

CTL7031Y Curriculum and Teaching in Health and Physical Education [72L]
This course examines the underlying principles of teaching Health and Physical Education in the Intermediate/ Senior division for the 21st century learner by drawing on current research, current philosophies and the overarching goals of Health and Physical Education. This course of study prepares future teachers to enable their students to acquire the knowledge, skills and attitudes necessary to become both physically and health literate in order to lead healthy active lives and promote healthy active living for others. Attention will be paid to the importance of supporting students in making positive personal health choices, enhancing their personal fitness and further developing movement skills, strategies and tactics to promote their participation in a wide variety of physical activities. Effective teaching strategies and practices in Health and Physical Education will be addressed. The importance of quality instruction as it fits into a comprehensive school health model will also be explored.
Prerequisite: Students must have six full-year university courses in Health and Physical Education if selected as the first choice teaching subject, or three full-year university courses if selected as the second choice teaching subject.
Staff

CTL7034Y Curriculum and Teaching in French as a Second Language [36L]
This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on:
1. methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes
2. integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines;
3. electronic conferencing to support a collegial learning environment;

4. the creation of a professional electronic portfolio.

Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisite: Students must have six full-year university courses in French AND demonstrated written and oral proficiency (regardless of whether it is the first or second choice teaching subject). For further details about prerequisites in French, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html
Staff

CTL7041Y Curriculum and Teaching in Religion [36L]
Primarily intended to prepare teachers of Religious Education in Catholic secondary schools, the focus of the course is the discipline of Religious Education rather than religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. It asks students to present research-based findings from explorations of theorists, strategies, and resources in the discipline of Religious Education. In particular, graduates from this program will have a strong sense of how Catholic Social Teachings can animate the Religious Education curriculum.
Prerequisite: Students must have six full-year university courses in Theology or Religious Studies if selected as the first choice teaching

CTL7055H Intermediate Teaching Subject – Mathematics
This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. It focuses on mathematics at the Intermediate level. Teacher candidates will explore a variety of teaching techniques, which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.

Teacher candidates will also have an opportunity to engage in inquiry and examine unique ways for presenting mathematics content. Examining classroom practice and methods, curriculum and program materials are an important component of the process. As well, the interdependence of these components, their link with theory and contemporary issues will be considered.

Techniques such as discussion, presentations, inquiry, and active participation that incorporate individual and group learning will be employed. Opportunities for sharing of ideas and experiences from field placements will be provided in the context of the classroom setting.

Two important ideas that will be emphasized throughout the program are: how to make mathematics meaningful for children, and how to promote positive attitudes.
Prerequisite: Students must have three full-year university courses in Mathematics. For further details about prerequisites in Mathematics, refer to the website for Master of Teaching > Prerequisites (see lower half of MT webpage): http://www.oise.utoronto.ca/mt/Prerequisites.html
Staff

CTL7058H Intermediate Teaching Subject – Science – General
This course is designed to prepare teachers of science in the intermediate division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Technology

of identity, meaning-making, complex issues concerning community and nation, past and present. It looks to bring local histories and traditional ecological knowledges- and to provide a template for understanding the complex interplay relating to constructions of identity (personal, local, and national) and sovereignty.
Staff

CTL7073H Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction
With a focus on teacher preparation, this course seeks to understand the experiences of Indigenous people in Canada with regard to racism and settler colonialism, focusing on implications for classroom-based, programmatic, and pedagogical practice and reform. Because schooling has a historical and contemporary role in facilitating racism and settler colonialism, especially through the creation of residential schools, this course encourages teachers to become familiar with the consequences of this ongoing history, and to learn strategies to rethink relationships between schools and Indigenous learners and communities.
Staff

CTL7074H Issues in Educational Law, Policy and Ethics
As a required course in a professional program, there are both professional and academic rationales underpinning this course. Teachers and high schools are governed by a range of shifting and variably

Leadership, Higher and Adult Education

Leadership, Higher and Adult Education (LHAE)

Codes:

' = Field

• = Collaborative Specialization

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

- Aboriginal Health - MEd, MA, PhD
- Aging, Palliative and Supportive Care Across the Life Course - MEd, MA, PhD
- Community Development - MEd, MA
- Comparative, International and Development Education - MEd, MA, PhD
- Educational Policy - MEd, MA, PhD
- Environment and Health, MEd, MA, PhD
- Environmental Studies - MEd, MA, PhD
- Sexual Diversity Studies - MEd, MA, PhD
- Women and Gender Studies - MEd, MA, PhD
- Workplace Learning and Social Change - MEd, MA, PhD

Educational Leadership and Policy Program - MEd, MA, EdD, PhD

- Comparative, International and Development Education - MEd, MA, EdD, PhD
- Educational Policy - MEd, MA, EdD, PhD
- Ethnic and Pluralism Studies - MEd, MA, EdD, PhD
- Sexual Diversity Studies - MEd, MA, EdD, PhD
- Women and Gender Studies - MEd, MA, EdD, PhD

Higher Education Program

' Higher Education - MEd, MA, EdD, PhD
  - Comparative, International and Development Education - MEd, MA, EdD, PhD
  - Educational Policy - MEd, MA, EdD, PhD
  - Sexual Diversity Studies - MEd, MA, EdD, PhD
  - Women and Gender Studies - MEd, MA, EdD, PhD

' Health Professional Education - MEd
  - Comparative, International and Development Education - MEd
  - Educational Policy - MEd
  - Sexual Diversity Studies - MEd
  - Women and Gender Studies - MEd

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

For more information on LHAE programs, please also see the School of Graduate Studies (SGS) Calendar. For details about Collaborative Specializations, please also visit the SGS website.

Adult Education & Community Development Program

Course offerings cover a wide range of topics and Course Groupings include:

- **Aboriginal/Indigenous Education**
- **Community Development and Social Justice**
- **Global Education and Change**
- **Workplace Learning and Change**

Admission

Admission to AECD is competitive as we receive many more applications than we are able to accept. Applications are assessed based on five criteria: clarity of writing in the Statement of Intent; strength of letters of reference; grades; work, community or volunteer experience; and fit with the program offerings.

For comprehensive application details, please see: http://www.oise.utoronto.ca/ro/Graduate_Admissions/index.html

For Minimum Admission and Degree Requirements for all degrees in the Adult Education and Community Development program see the School of Graduate Studies Calendar.

Applicants should submit a Statement of Intent indicating which of the four Course Groupings listed above most interests them (see detailed description of Course Groupings below) and naming at least two faculty members whose interests are closest to their own. The Program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies.

In their program of study, students may include courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Office of the Registrar and Student Services, students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE courses.

For more information on LHAE programs, please also see the SGS Calendar.

Degrees

Master of Education

Admission to the Master of Education program normally requires a **mid-B** standing in the final year of an appropriate bachelor's degree in a relevant discipline or professional program. Students are also required to have at least a year of relevant work, community or volunteer experience.

The MEd degree can be taken on either a full-time or part-time basis. It serves individuals seeking to develop skills for education, community and organizational development roles in a wide range of settings in public, private and voluntary sectors. The MEd program of study includes 10 half-courses usually at the 1000-level and no thesis. At least half of the courses must be from the Adult Education and Community Development

Program. Students are required to take one core course consisting of either LHA1100H Introduction to Adult Education or LHA1102H Community Development: Innovative Models. In addition, one research course is recommended. Master of Education students wishing to undertake significant research during their regular 10 course program may choose to take LHA1183H Master's Research Seminar, or LHA1105H and LHA1106H Introduction to Qualitative Research Parts I & II.

Master of Arts

Admission to the Master of Arts program normally requires a **mid-B or better** in the final year of an appropriate bachelor's degree in a relevant discipline or professional program. At least a year of relevant work, community or volunteer experience is highly desirable.

The MA is a research-based degree program which can be taken on a full- or part-time basis. In addition to eight half-courses, students complete a thesis based on original research.

Coursework is mainly taken at the 1000-level, of which four of the courses must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students are required to take one core course consisting of either LHA1100H Introduction to Adult Education or LHA1102H Community Development: Innovative Models, and LHA1183H Master's Thesis Seminar. One half-course in research methods is required. Choice of appropriate research courses should be discussed with the student's advisor. The master's thesis may lay the groundwork for doctoral research.

Doctor of Philosophy

Admission to the PhD program normally requires an MA in Adult Education or a related area, with standing equivalent to **B+ or better** in master's courses. In special cases, an outstanding student may still be admitted with an MEd and a Qualifying Research Paper in lieu of a thesis.

The PhD degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to practice. AECD offers both a regular full-time and flexible-time PhD program. Flexible-time students are required to register full-time for the first four years of their program, students may request part-time registration beginning their fifth year. The regular PhD program is a full-time program.

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Degree requirements for both full-time and flexible-time PhD students are: six half-courses, at least three of which must be from the Adult Education and Community Development Program. One of these courses must be the Doctoral Thesis Seminar LHA3102H, which students will normally take in their first or second year. Students will also normally take at least one specialized research methods course, which may be taken outside the Program with permission of the supervisor.

Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. In addition, the degree requirements include a comprehensive paper and a thesis.

NOTE: Admission to the Flexible-time PhD is specifically for working applicants who are currently involved in activities related to the proposed field of study, have a desire to develop their current career, and have the capacity to secure blocks of time to enable concentrated study.

Further information is available from:
Professor Bonnie Burstow, Program Coordinator

Telephone: 416 978-0887
E-mail: bonnie.burstow@utoronto.ca

Centres

The following research centres are based in the Department:
•   **Comparative, International and Development Education Centre (CIDEC)**
•   **Centre for Learning, Social Economy & Work (CLSEW)**
•   **Transformative Learning Centre for Community Activism (TLCCA)**

Through its faculty, the Department is also involved in other research centres at OISE such as:
•   **Centre for Integrative Anti-Racism Studies (CIARS)**
•   **Centre for Women's Studies in Education (CWSE)**

The Comparative, International and Development Education Centre (CIDEC)

Program Director: Stephen Anderson
Location: OISE, 252 Bloor Street West, Room 7-107
Telephone: 416-978-0892
Website: www.oise.utoronto.ca/cidec
E-mail: cidec.oise@utoronto.ca

The Comparative, International and Development Education Centre (CIDEC) is a research centre that has three mandates: to promote international, interdisciplinary research at OISE; to incubate new field development projects; and to provide instructional leadership in comparative and international education.

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. 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 via a seminar series, an electronic list serve, electronic newsletters, website and research projects, and a student association.

Centre for Learning, Social Economy and Work (CLSEW)

Program Director: Peter Sawchuk
Location: OISE, Room 7-188, 252 Bloor Street West, Toronto, ON M5y nF2 8 T inc

Global and Comparative Education

The AECD program has a long and rich history of engagement in international adult education and international participatory action research, and in the comparative study of adult literacy and community development around the world. Courses in the Global and Comparative Education area will be of interest to students from Canada and abroad who wish to understand issues of adult learning, community development, social movement organizing, and participatory approaches to citizenship learning and participation in other countries and cultures and internationally. Courses in this area include applied courses in international program management, participatory citizenships, and on other dimensions of adult, organizational and community learning with a comparative or international focus.

Workplace Learning and Social Change

Courses in the Workplace Learning and Social Change area attract educators and other practitioners and researchers from private, public and not-for-profit sectors including labour unions and cooperatives. They engage students in two broad themes: a transformative analysis of the workplace and an examination of alternative approaches to workplace design.

The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the changing meanings of work; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production. This focus subsumes a broad interpretation of the workplace, including the home and community, and non-formal as well as formal workplace arrangements.

Educational Leadership and Policy Program

Educational Leadership and Policy Program
Degrees

The MEd and EdD degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The MA and PhD degree programs are intended particularly for those who are interested in educational leadership and policy as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The MA appeals to those with an excellent academic background who want to continue to the PhD. The PhD is especially of interest to those considering a career in the university or in research.

LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling
NOTE: LHA1040H and LHA1041H should preferably be the first courses taken in a student's program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended.
b. three other half-courses, of which at least one must be in Educational Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
c. a comprehensive thesis to be carried out under the guidance of a faculty member.

OR

Option IV which is comprised of:
a. four required courses
LHA1004H Introduction to Research Literacy in Educational Leadership and Policy [RM]
LHA1040H - Educational Leadership and Policy I: Introduction to Educational Administration: Policy, Leadership and Change
LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling
LHA1050H - Themes and Issues in Policy, Leadership, Change, and Diversity;
NOTE: LHA1004H, LHA1040H and LHA1041H should preferably be the first courses taken in the student's program of study. LHA1050H should normally be taken as the final course in the student's program.
b. six other half-courses, of which at least two must be in Educational Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity.

Option IV (Hybrid Delivery part-time only)
The Hybrid/Online MEd Cohort enables students to complete all four required core courses plus two electives online. For the remaining four elective courses, students may select online or face-to-face courses. This cohort enables participation for students who cannot travel to campus at OISE regularly.

Students contemplating applying to an EdD or a PhD program are strongly recommended to take option II or III. Both doctoral programs require a QRP (Qualifying Research Paper). Students should plan their MEd courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The MEd degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students have completed the defined Program Length or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Individual Reading courses are electives and should not be taken at the beginning of a student's program. Students selecting such courses should consult their faculty advisor.

Off-Campus Courses (MEd and Certificate students)
Some sections of existing courses are offered off-campus in order to make them available to people in localities far from Toronto.

Further information is available from:
Professor Carol Campbell, Program Coordinator
Telephone: 416-978-1266
E-mail: carol.campbell@utoronto.ca

Master of Arts

The MA program in Educational Leadership and Policy fosters the study of problems in the administration and leadership of educational programs. It will best serve students who have a commitment to scholarship and research as a means of 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 provides a desirable background. The MA is available through both full-time and part-time studies.

Admission Requirements

Admission to the MA degree program requires an appropriate bachelor's degree with high academic standing from a recognized university, in a relevant discipline or professional program of study, completed with the equivalent of **B+** standing in the final year (see the Minimum Admission and Degree Requirements section).

Degree Requirements

The MA degree program of study consists of eight half-courses and a thesis. At least half of the required courses for the MA degree program must be completed in the Educational Leadership and Policy Program. The remaining courses may be selected from those offered in the Department, OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: LHA1003H, LHA1004H and LHA1040H. LHA1041H is strongly recommended. Normally the courses chosen for the MA program of study will be at the 1000-level. Individual Reading courses are electives and should not be taken at the beginning of a student's program.

Additional courses may be required of some applicants. The MA is available through both full-time and part-time studies.

Doctor of Education

The EdD program in Educational Leadership and Policy is intended to develop highly competent leaders for administrative positions in school systems, colleges, universities, and other educational institutions. The program is specifically designed to help working professional educators develop the intellectual and research skills to refine their practice as leaders in school systems and in higher education.

The Educational Leadership and Policy program has two Doctor of Education program streams: The EdD Cohort-Based Stream and the Regular EdD Stream. Individual students are admitted to the Regular EdD Stream each year, but in addition, approximately every three years, a Cohort-Based Stream is offered for working practitioners. In the Cohort-Based Stream, students must take the courses at particular times with the entire cohort rather than at individual convenience. Some students find that they benefit from the structure and mutual support of working with the same students through most of their courses and the thesis process. However in general students should take the Regular EdD Stream unless they are confident they can adjust to the Cohort-Based Stream schedule and are applying in a year in which a cohort stream is being organized. For information on the next cohort admission, contact the EdD program coordinator, Jim Ryan.

NOTE: Students cannot normally transfer between the EdD program and PhD programs.

Admission Requirements

The requirements for admission to the EdD program are the same for both the Regular EdD Stream and Cohort-Based Stream. In addition to the general requirements given in the Minimum Admission and Degree

Requirements section, the Educational Leadership and Policy Program
specifies the following:

    the applicant should hold an appropriate master's degree, with
    specialization in Educational Leadership and Policy, with high
    academic standing from a recognized university. Additional
    coursework will be required from those who do not have aaoxiayogram

strong reflective practice basis to the course offerings, including one
reflective practice course.

LHA1048H   Educational Leadership and School Improvement
LHA3025H   Personal and Professional Values of Educational
Leadership
LHA3047H   Research Seminar on Leadership and Educational Change

Change

LHA1020H   Teachers and Educational Change
LHA1025H   School Effectiveness and School Improvement
LHA1035H   Sociology of Education
LHA1047H   Managing Changes in Classroom Practice
LHA1048H   Educational Leadership and School Improvement

Social Diversity

LHA1019H   Diversity and the Ethics of Educational Administration
LHA1042H   Educational Leadership and Diversity
LHA1065H   Educational Equity and Excellence in International
Comparison
LHA3055H   Democratic Values, Student Engagement and Democratic
Leadership

Higher Education Program

Higher Education Program

Degrees

Master of Education

The Higher Education Program offers an MEd in Higher Education
including specializations in Health Professional Education, and Student

manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level. Applicants are admitted under the General Regulations of the School of Graduate Studies.

Degree Requirements

The MA program consists of eight half-courses and a thesis, including:
a. a half-course, LHA1803H - Recurring Issues in Postsecondary Education
b. a half-course in research methods approved by the faculty advisor
c. six additional half-courses, of which at least three must be in Higher Education
d. a thesis

Doctor of Education

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants who hold an MEd or other non-thesis master's degree must submit written evidence in their admission application of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or master's thesis, long essays or papers written for master's level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level.

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

Degree Requirements
a. a minimum of eight half-courses beyond a relevant and acceptable MEd or MA. In individual cases, students without a master's degree in higher education but who have a closely related degree with work experience related to higher education may be admitted, but additional courses in Higher Education may be required. Normally they would include:

   a half-course, LHA1803H - Recurring Issues in Postsecondary Education. Students who completed LHA1803H as part of their

Leesa Wheelahan, Associate Professor and William G. Davis Chair in Community College Leadership
E-mail: leesa.wheelahan@utoronto.ca

Higher Education Research Centre

Centre for the Study of Canadian and International Higher Education (CIHE)

Director: Creso Sá
Core Members: Ruth Childs, Ruth Hayhoe, Katharine Janzen, Glen Jones, Linda Muzzin, Stephanie Waterman, Leesa Wheelahan
Department: Leadership, Higher and Adult Education
Location: 252 Bloor Street West, Room 6-238
Telephone: 416-978-1206
E-mail: c.sa@utoronto.ca
Website: http://www.oise.utoronto.ca/cihe/Home/index.html

The Higher Education program faculty are part of the Centre for the Study of Canadian and International Higher Education (CIHE), which has four main objectives: 1) support and promote research on the study of Canadian and international higher education; 2) disseminate research findings through Centre publications, conferences, symposia, and seminars; 3) contribute to and support informed public debate on Canadian and international higher education; and 4) create a research community of engaged scholars, graduate students, and others interested in the study of higher education.

Leadership, Higher and Adult Education Courses

Adult Education and Community Development Program Courses

LHA1100H Introduction to Adult Education
This course is designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all Master's students include either LHA1100H or LHA1102H in their program of study.
S. Mojab, J. Sumner, J. Magnusson, L. McCready

LHA1101H Program Planning in Adult Education
This course introduces students to basic principles and processes of program planning, and how they apply to adult educational contexts. Relevant literatures and cases will be examined to illustrate different approaches to planning with particular emphasis on non-profit, public sector and community settings.
Staff

LHA1102H Community Development: Innovative Models
This course attempts to come to grips with the meaning of community development in a highly networked, increasingly information-dependent society. The course looks at such issues as the relationships between community organizing and community development and the role of social capital in community economic development. Models of community development that involve government programs such as social housing and community health centres are considered as are market-based approaches involving micro-lending, co-operatives and social enterprises. It is required that all Master's students include either

LHA1100H or LHA1102H in their program of study.
J. Quarter, S. Ryan

LHA1103H Introduction to Research Methods in Adult Education [RM]
This course introduces quantitative and qualitative research methods and theoretical perspectives. It is designed as an exploration into a range of research / inquiry methods appropriate for adult education and community development. The course examines the underlying philosophical assumptions of these methods, and the implications that these assumptions have for framing research questions, data collection, analysis, and dissemination strategies. It also provides opportunities to engage in practical, hands-on experience with developing research questions, data collection, and data analysis. The students are given an

**LHA1107H 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,

LHA1115H Learning for the Global Economy

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

LHA1119H Creating a Learning Organization

Peter Senge's concept of the Learning Organization has now been embedded in organizational thinking sin4s6m1990 Mianyorganizationa

LHA1181H Embodied Learning and Alternative Approaches to Community Wellness

Some very innovative community activism takes place through creative forms of embodied learning, including theatre, dance, slam poetry, hip hop, and various other art forms. In addition, many of these art forms

course will cover issues such as globalization, sustainable development, community, environmental integrity, social justice, gender, energy and ecological literacy. It will also examine the role of adult education in exploring alternative models to our current unsustainable direction.
J. Sumner

LHA1194H Cyberliteracy, Workplace and Adult Education
Drawing from several disciplinary perspectives, including education, sociology, social psychology and communication studies, this course provides an opportunity to interrogate the relationship of the Internet to adult education. The main objectives of this course are: to engage participants in an examination of the influence of information and communication technology, including social media, on key adult education praxis areas such as community development, literacy and nonprofit organizations. The course provides participants with a critical framework for analyzing Internet mediated environments; and encourages students to explore Internet resources that may be used in conjunction with traditional community development and adult education obare: e, ghe course procoursnati envauimn

WPL2944H Sociology of Learning and Social Movements
The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory that to date have encountered one another only rarely and when so, virtually always inadequately. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, our goals are to understand knowledge production, distribution, storage, transmission as well as the learning dynamics endemic to social movement building, action, outcomes and change. The course will emphasize learning as a unified composite of individual and collective human change in relation to socio-cultural and material perspectives primarily, the participatory structures of social movements as well as traditional changes in consciousness, skill and knowledge amongst participants. We will draw on both advanced theories of education/learning understood in the context of the long- established

LHA1050H Themes and Issues in Change, Leadership, Policy, and Social Diversity

This course has been designed to be the final course for students in the 10-course M.Ed. Program in Educational Administration. The course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.
J. Portelli, or Staff

LHA1052H Individual Reading and Research in Educational Leadership and Policy: Master's Level

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

LHA1060H School Leadership Seminar 1

This course is the first of two courses to develop people to become school principals in Ontario. A key component of the course is the critical evaluation and focus on current research in the areas related to leadership practices and their effects, instructional leadership, education change and reform efforts. The course's content includes a critical awareness of current problems associated with educational leadership practice and application to current issues and problems in education informed by cutting-edge research and professional practice. The outcome of these courses is to hone the judgment of practitioners within the educational setting. Through the assignments students must demonstrate originality in the application of new knowledge and concepts.
NOTE: Enrolment restricted to students in OISE PQP 1.
C. Campbell

LHA1061H School Leadership Seminar 2

This is the second of two courses which explores the role of the principal, one of the most influential roles in our educational system. It provides a foundation for candidates assuming the role of principal or vice-principal in Ontario schools and is one component of ongoing professional learning focused on the development of the personal and professional knowledge, and the skills and practices that lead to exemplary practice in the role of principal. The program is designed to support candidates in becoming reflective educational leaders who are informed consumers of education research in their ongoing professional growth, and who can lead effectively in the dynamic, diverse contexts of Ontario, characterized by rapidly changing events and circumstances.
NOTE: Enrolment restricted to students in OISE PQP 2.
ELP Program Coordinator

LHA1065H Educational Equity and Excellence in International Comparison

In an era of expanding educational enrolments and attainment and rapidly growing world income inequality, equity and excellence of national education systems are seen as key routes to equality of opportunity, economic growth and competitiveness. This course will explore questions of how educational equity and excellence are defined and measured, how they are related to social and educational policies and whether they are competing or complementary goals. We will discuss a variety of theoretical and disciplinary perspectives from sociology, economics, psychology and education, and their views on status attainment and mobility, human capital, organization of the curriculum and opportunity to learn. Using this framework, we will review recent empirical evidence on macro-level patterns of educational equity and excellence across countries and over time and the role of educational institutions and social and welfare policies in shaping these patterns. Finally, we will examine the history, use and abuse of international data in educational policy-making, with particular emphasis on large-scale cross-national assessments and how particular countries gain prominence as world models of educational equity and/or excellence. The objective of the course is for students to become informed and critical consumers and users of international evidence in educational policy-making. Please note this is not a research methods course, and no statistical knowledge is required.
A.K. Chmielewski

LHA3022H 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. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J. Ryan

LHA3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals cla6 3lis intpint4 inrseTj 1 0 0goals. We wtntts aory, u

J. Flessa

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

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Educational Leadership and Policy Program will be responsible for particular sessions.
NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration
R. Joshee and Staff

LHA3042H Field Research in Educational Leadership and Policy [RM]

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

LHA3043H Survey Research in Educational Leadership and Policy [RM]

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

LHA3044H Internship/Practicum in Educational Leadership and Policy

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

LHA3047H Research Seminar on Leadership and Educational Change

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

JOI3048H Intermediate Statistics in Educational Research: Multiple Regression Analysis [RM]

This is an intermediate applied statistics course designed for students who have already taken one course in elementary concepts (e.g., sampling and statistical inference). The course covers the use, interpretation, and presentation of bivariate and multivariate linear regression models, curvilinear regression functions, dummy and categorical variables, and interactions; as well as model selection, assumptions, and diagnostics. Examples and assignments will draw from commonly-used large-scale educational datasets. Students are encouraged to use Stata; the course will also serve as an introduction to this software package (students may instead choose to use SPSS or other software they are familiar with). The objective of the course is to equip students with the skills to use, interpret and write about regression models in their own research.
Prerequisite: An introductory statistics course such as JOI1287H or equivalent, or permission of instructor
A.K. Chmielewski

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

Course description same as 1052H.
Staff

LHA3055H 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

LHA5000H Special Topics in Educational Leadership and Policy: Master's Level

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

LHA6000H Special Topics in Educational Leadership and Policy: Doctoral Level

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
J. Flessa, J. Gaskell, and Staff

EDP3045H Educational Policy and Program Evaluation

This course, in conjunction with appropriate research methods coursework, provides doctoral students interested in policy analysis and program evaluation in education with a working understanding of the conceptual, methodological, ethical and political issues associated with these forms of research. Course topics include problem framing; use of existing research evidence; issues associated with different audiences and settings such as writing, presentation and evidence styles; policy advocacy; and working relationships with partners and clients. Visits by additional Collaborative Specialization-affiliated faculty from across OISE home programs will ensure that students are exposed to a range of contrasting research conventions and styles. Major assignments for the class will consist of carrying out some of the aspects of an applied research project.

Exclusion: Students who have previously completed LHA3045H or
    TPS3045H are prohibited from taking this course.
N. Bascia

**EDP3145H Advanced Issues in Educational Policy Analysis and
    Program Evaluation**
This course, in conjunction with appropriate research methods
coursework, provides doctoral students interested in policy analysis and
program evaluation in education with a working understanding of the
conceptual, methodological, ethical and political issues associated with
these forms of research. Course topics include problem framing; use of
existing research evidence; issues associated with different audiences
and settings such as writing, presentation and evidence styles; policy
advocacy; and working relationships with partners and clients. Visits by
additional Collaborative Program-affiliated faculty from across OISE
home programs will ensure that students are exposed to a range of
contrasting research conventions and styles. Major assignments for the
class will consist of carrying out some of the aspects of an applied
research project.
Exclusion: Students who have previously completed LHA3145H or
    TPS3145H are prohibited from taking this course.
N. Bascia

**Other courses accepted for credit in the Educational
Leadership and Policy Program**

LHA2006H Educational Finance and Economics

Higher Education Program Courses

LHA1802Y Theory in Higher Education
This course surveys different theoretical approaches to the study of
higher education and knowledge construction focussing on key authors in
each tradition. Different theoretical perspectives in the higher education
literature include the political economic, social psychological, critical
(neomarxist, feminist, anti-racist, anti-colonial), and postmodern and
poststructural, as well as writing based on scientific metaphors. Students
will begin to identify the often unarticulated theoretical assumptions of
writing in higher education, as well as to examine how theory is used by
various writers and researchers in this field. The course is intended to
assist students in choosing appropriate theoretical frameworks for their
thesis or project research.
L. Muzzin

LHA1803H Recurring Issues in Postsecondary Education
An examination of some of the many issues that have been characteristic
of postsecondary education in the past and are likely to continue to be
faced in the future.
Staff

LHA1804H Issues in Medical/Health Professional Education
This course is intended to enable students to identify and analyze major
current issues in medical/health professional education and to present
clear, logically coherent and empirically justified analyses of those
issues.
Staff

LHA1805H The Community College
This course provides an overview of the history, philosophy and evolution
of community colleges. While the focus will largely be on the Ontario
college system, students will also engage in exploration of wider issues,
controversies, challenges and opportunities that community colleges face
more broadly in Cj Ees,m,he OnUned frafft and op Cjoer coursrovi,

LHA1834H Qualitative Research in Higher Education [RM]
This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionish, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic for feedback and referral to relevant literature.
L. Muzzin or Staff

LHA1835H Logics and Strategies of Case Study Research
This course examines the logics and strategies of case study research used in the social sciences, as well as their applications to higher education and related fields. The main goal of the course is to help students develop skills for designing, conducting, evaluating, and critiquing case studies. Hand-on activities and intensive reading and

**LHA1847H Human Resource and Diversity Issues in Higher
   Education**
This course will explore and discuss models of and approaches to
leadership as they pertain to higher education. Particular attention will be
paid to equity and diversity issues within human resources, recognizing
the increasing diversity of the higher education environment. The course
will include an examination of (a) how equity and diversity inform our
models of academic and administrative leadership; (b) what leaders
might do to ensure that their institutions are viewed as Employers of
Choice both nationally and internationally; (c) the role of leadership within
the post secondary system in the promotion and enhancement of student
learning and literature.
A. Hildyard

**LHA1848H Innovative Curricula in Higher Education and
   Professional Programs**
This course explores how educators in higher education and professional
programs approach curriculum development from an innovative
perspective. Curriculum theories, philosophic perspectives in the
literature, and current realities in the classroom will be explored.
Curriculum challenges with respect to access, quality and funding in
higher education will be identified and analyzed, and innovative
strategies for addressing these challenges will be generated.
K. Janzen

LHA1849H Faculty in Colleges and Universities
It has been argued that while much is known about research, teaching
and governance in post-secondary education, little is known about the
faculty who people these institutions. This course begins by examining
issues of power visible in faculty careers with a particular focus on equity.
Some of the topics that will be examined are labour relations, faculty-
student relations, collegial arrangements, academic freedom,
involvement in governance, knowledge production (research, publication,
curriculum) and teaching and workload. The role of the intellectual from
various theoretical perspectives will also be considered.
L. Muzzin

LHA1850H Quantitative Research Process and Design [RM]
This course is designed to help graduate students learn the fundamental
concepts of quantitative research design. Students will evaluate research
presented in the popular press and in scholarly journals. In addition to
becoming a savvy consumer of research, students will learn the elements
of a quantitative research study including: framing a research question,
reviewing relevant literature, insuring internal and external validity, data
analysis, presentation of results, and the ethical standards of conducting
research.
Staff

LHA1851H Survey Methodology [RM]
This course uses the concept of total survey error and total survey quality
as frameworks to discuss the survey elements relative to representation,
measurement and usefulness. These include appropriate sampling
frames, various sample design strategies, data collection, the role of the
interviewer, non-response and bias, the effect of question structure,
wording and context, respondent behavior, post-survey processing,
estimation in surveys, and stakeholder use. This course requires
students to have completed a quantitative research or a statistics course
prior to enrolling.
R. Childs

**LHA1852H Individual Reading and Research in Higher Education:
   Master's Level**
Individual Reading and Research courses are taken as specialized study,
under the direction of a staff member, focusing on topics of particular
interest to the student that are not included in available courses. While
credit is not given for a thesis investigation proper, the study may be
closely related to a thesis topic.
Staff

LHA1853H Introduction to Student Services
This course is designed to introduce students to the field of student
affairs and services within the context of Canadian postsecondary
education institutions. We will use a multidisciplinary approach to
examine the historical, philosophical, legal, and cultural foundations of
student affairs and services work. From these multiple perspectives, we
will discuss the guiding principles from which student affairs and services
practitioners educate and deliver services and programs to students.
Staff

LHA1854H Student Development Theory
This course examines the origins, present status, challenges and future
directions of student development within the context of higher education
in western society. Sessions will review the evidence from research and
practice that identify key factors influencing student development in
postsecondary education. Discussions will focus on the changing nature
of students in higher education, the role of institutional policy, structure
and function in facilitating student development and pathways to student
success and retention. In addition, the social, psychological and cultural
foundations of the student personnel movement as well as the role and
functions of student services staff in colleges and universities will be
examined.
S. Waterman

LHA1855H Capstone in Student Development and Student Services
This course will provide students in the Student Development and
Student Services in Postsecondary Education field in the Higher
Education M.Ed. to review and apply the lessons from courses taken in
their Master's degree program and in the their required core courses in
their designated field. The course will be presented as a seminar with
extensive readings and discussions, faculty and guest presentations,
student projects and a culminating project that demonstrates student
ability to apply their cumulated knowledge of the field to an existing
organizational challenge.
Staff

**LHA1856H Advanced Student Development Theories in Higher
   Education**
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LHA1810H   Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

LHA1812H   Education and the Professions (can be used for regular or health requirement)

LHA1813H   Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

LHA1817H   Nurturing Professional Education (can be used for regular or health requirement)

LHA1837H   Environmental Health, Transformad3er. Edter Education and Policy Change: Education Toward Social and Ecosystem Healing (can be used for regular or health requirement)

Social Justice Education

Social Justice Education (SJE)

Codes:

' = Field

• = Collaborative Specialization

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

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

For more information on SJE's program, please also see the School of Graduate Studies (SGS) Calendar. For details about Collaborative Specializations, please also visit the SGS website.

Social Justice Education Program

Social Justice Education Program

The Social Justice Education Program's admission guidelines are attentive to challenging barriers of systemic discrimination in education. Applicants may voluntarily self-identify as members of equity-seeking groups (women, visible minorities, Aboriginal peoples, persons with a disability, sexual/gender minorities, francophone, etc.), if this is considered relevant to research interests or experience in social justice education.

Master of Education

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. We welcome applicants with diverse backgrounds.

Admission to the MEd program requires an appropriate bachelor's degree from a recognized university, with standing equivalent to a **mid-B or better** in the final year.

Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:
- a careful statement of intellectual interests and concerns relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's interests**
- two letters of reference, preferably from university instructors with

whom the applicant has studied or worked, although one professional reference letter and one academic reference letter would also be acceptable.
- at least one sample of written work that demonstrates engagement with social justice in education.

Program Requirements

Students may complete the MEd program by one of three options:
- 5 full-course equivalents (Please note that most MEd applicants will be assigned to the this option. See note below regarding transfer to the following options.)
- 4 full-course equivalents plus a Major Research Paper (MRP) SJE2001Y Major Research Paper
- 3 full-course equivalents plus a thesis

Subject to consultation with a faculty advisor, the Department recommends **SJE1903H** (Major Concepts and Issues in Social Justice Education).

At least half of the courses in an MEd program must be Social Justice Education (SJE) program courses (currently prefixed SJE). Students who are registered in a Collaborative Specialization may apply to have their SJE course requirement reduced by one half course. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

Students are **strongly recommended** to take **SJE1906H** (Integrating Research and Practice in Social Justice Education) **towards the end** of their degree program. This course provides students an opportunity to complete a research project synthesizing their educational experience with their professional, intellectual, and/or community goals.

The program may be completed on a full-time or part-time basis.

NOTE: Transfer to the MEd 8 half course with Major Research Paper (MRP) is possible, if the student develops a research proposal for a Major Research Paper and has the strong support of a SJE faculty member for supervision. Transfer is a Departmental Admissions Committee decision and is only approved on rare occasions.

Master of Arts

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the department's additional admission requirements stated below.

Admission to the MA program requires an appropriate bachelor's degree in a humanities, social sciences, or cognate discipline from a recognized university, with standing equivalent to a **mid-B or better** in the final year.

Applicants are required to submit the following; incomplete applications may be subject to processing delays or rejection:
- a description of intended research project relevant to social justice education as well as reasons for undertaking a program in the department, **including a statement of preference for one or more faculty members whose research is best matched to the student's research interests.**
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work that demonstrates engagement relevant to social justice in education.

Program Requirements

The MA is a research-based degree program which can be taken on a

full-time or part-time basis.

Subject to consultation with a faculty advisor, the Department recommends **SJE1903H** (Major Concepts and Issues in Social Justice Education).

Students are required to take 2.5 other full-course equivalents (FCEs), of which at least 1.5 must be Social Justice Education (SJE) program courses (currently prefixed SJE). Students who are registered in a Collaborative Specialization may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty

Social Justice Education

PhD students have the option of undertaking the program on a full-time or flexible-time basis. Full-time PhD students must maintain full-time status throughout their program of study.

Students are required to take 3.0 full-course equivalents (FCEs). Subject to consultation with a faculty advisor, the Department recommends **SJE3905H** (Interdisciplinary Approaches to Social Justice Education: Theory and Praxis). Additional courses may be required, and some students may be required to take other specified courses in research methods and/or theory. At least 2.0 FCEs of students' PhD coursework must be taken within SJE. Students who are registered in a Collaborative Specialization may apply to have their SJE course requirement reduced by 0.5 FCE. Students must consult with their faculty advisor before enrolling in any out-of-department course for which they wish to receive SJE credit.

Flexible-time PhD students register full-time during the first four years and may be part-time thereafter, with their Department's approval. The flexible-time PhD degree is designed to accommodate demand by practicing professionals for a PhD degree that permits continued employment in areas related to their fields of research. Degree requirements for the flexible-time PhD programs are the same as for full-time PhD studies: at least 3.0 FCEs, of which at least 2.0 FCEs must be taken in SJE, with the possibility to apply for a reduction of 0.5 FCE in the SJE course requirement if the student is also registered in a collaborative program.

All PhD students must complete a **comprehensive examination**:
- Students are encouraged to take, as part of their program requirements, one half course (0.5 FCE) focused on the substantive area on which they will be examined.
- Students choose one of the following:
  - a major paper (30 to 40 pages); or
  - a substantive course outline (30 to 40 pages) for a topic of interest to the student within the area of social justice education; or
  - a solid draft of a scholarly article.
- The option selected and the date for the comprehensive exam will be decided by the student and the supervisor. The comprehensive exam should be taken no later than the end of Year 3 (end of Year 4 for flexible-time students).
- A student who fails the comprehensive exam will be permitted one additional attempt to pass. A second failure will result in the recommendation for termination of the student's registration.
- Comprehensive exams will be graded on a pass or fail basis.

All PhD students must submit a thesis and defend it at a Doctoral Final Oral Examination. The thesis must embody the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must have an approved thesis topic, supervisor, and an approved thesis committee by the end of the third year of registration, and must have completed all other program requirements.

NOTE: Students cannot normally transfer between the EdD program and PhD program.

Social Justice Education Courses

Social Justice Education Courses

SJE1419H 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: SJE1419H is compulsory for all students in the MA, EdD, and PhD programs who will be developing a thesis topic in the History of Education.
Staff

SJE1422H Education and Family Life in the Modern World: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
Staff

SJE1432H Knowledge, Mind, and Subjectivity: Foucault and Education
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).
Staff

SJE1433H 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

SJE1436H 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

SJE1438H 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

SJE1440H 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, Wollenstonecraft, 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.
Staff

SJE1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
M. Boler

SJE1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the 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

SJE1472H Philosophical Questions About the Teaching of Philosophy

This new offering introduces students to key issues regarding teaching philosophy to a range of ages and in a variety of contexts. One course aim is to allow students to tie philosophical thought more directly to teaching and learning in schools in a way that allows them to improve both student learning and their own teaching. Open to graduate students and teacher candidates in all disciplines, attention will be devoted to pedagogical practices such as differentiated instruction and teaching learners of diverse abilities and ages as it relates to philosophical thought. Literature from the Philosophy for Children (P4C) will be engaged and compared with strategies for teaching the adolescent learner. Candidates working in the publicly funded school system will also have an opportunity to explore topics and issues of particular relevance to their own educational aims and interests. Graduate students will be provided with opportunities to advance their own research through independent studies while benefitting from direct contact with teach candidates; teacher candidates will benefit from the expertise and research of graduate students. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout. A secondary aim of the course will be to allow teacher candidates to connect philosophy with their own approach to educational and cultivate a philosophy of education that will increase student engagement and learning.
Staff

research.
M. Todorova

**SJE1906H Integrating Research and Practice in Social Justice
   Education**
The course will be offered as the final and culminating course for Masters
of Education students in SJE who wish to complete a project
synthesizing their educational experience with their professional,
intellectual, and/or community goals. The students will design, develop
and conduct individual or group projects in social justice education.
Depending on students' goals and aspirations, projects may include (but
are not limited to): a research project similar in form & scope to a Major
Research Paper; a substantial literature review; a portfolio; a curriculum
unit; a website, blog or digital media project; a policy intervention; a
documentation of alternative educational programs or practices; the
organization of a media, community or school event; an artistic
representation; or a project of the student's design.
Staff

SJE1909H Environmental Sustainability and Social Justice
The premise on which this course is based is that social equity and
environmental sustainability are necessarily and inextricably intertwined.
After clarifying key concepts such as environmental justice, we will
analyze the current unsustainable way in which Canada as a society, as
well as the world as a whole, are organized, including climate change,
water and food access and quality, energy generation and consumption,
BMO,s, population growth. We will also explore positive examples of how
to deal with these issues.
Staff

SJE1911H Sociologie de l'éducation inclusive
Ce séminaire a pour but d'explorer, d'un point de vue sociologique et
historique, et grâce àun ensemble de données théoriques provenant
aussi bien de France, d'Angleterre que du Canada, la mise en place de
l'éducation inclusive. Cette forme d'éducation, constituée dans le but de
répondre aux ''besoins'' d'élèves désignés comme ''spéciaux'', eut son
heure de gloire àune époque donnée, soit avant qu'émergent les
courants d'intégration et d'inclusion scolaire. La situation des écoles de
langue française en Ontario sera également analysée au regard de cette
question.
Staff

**SJE1912H Foucault and Research in Education and Culture:
   Discourse, Power and the Subject**
This course will introduce students to central approaches, themes and
questions in the work of Michel Foucault. We will discuss the relevance
and utility of his work by examining how a number of researchers in
education have made use of it. Students will also be able to explore the
implications and usefulness of Foucault's work for their own research.
Staff

SJE1915H 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. Walcott

SJE1919H Environmental Sustainability and Social Justice
This course builds on the assumption that social justice and
environmental sustainability are intertwined. It explores the
interconnections among environmental problems and capitalism,
patriarchy, racism, and other forms of domination. Participants will be

'post-colonial' Africa, and the roles and significance of Indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social justice. Although the course basically uses African case material, it is hoped our discussions will be placed in global/transnational contexts, particularly in looking at themes common to many Southern peoples contending with, and resisting, the effects of [neo] colonial and imperial knowledge.
G.J.S. Dei

SJE1925H Indigenous Knowledges and Decolonization:
   Pedagogical Implications
This seminar will examine Indigenous and marginalized knowledge forms in global and transnational contexts and the pedagogical implications for decolonized education. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A particular emphasis is on the validation of non-Western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; cultural appropriation and the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledges and globalization; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications. Indigenous knowledge is thus defined broadly to local cultural resource knowledge and the Indigenous philosophies of colonized/oppressed peoples. The focus on local Indigenousness, that is, a knowledge consciousness that emerges from an understanding of the society-nature-culture nexus or interface.
G.J.S. Dei

SJE1926H Race, Space and Citizenship: Issues for Educators
How do we come to know who we are and how is this knowledge emplaced, raced and gendered? For educators, these questions underpin pedagogy. In focusing on the formation of racial subjects and the symbolic and material processes that sustain racial hierarchies, educators can consider how dominance is taught and how it might be undermined. Drawing on recent scholarship in critical race theory, critical geography, history and cultural studies, the course examines how we learn who we are and how these pedagogies of citizenship (who is to count and who is not) operate in concrete spaces--bodies, nations, cities, institutions. This course is about the production of identities--dominant ones and subordinate ones in specific spaces. It is taught from an educator's and a researcher's viewpoint. As an educator, the compelling question is how we might interrupt the production of dominant subjects. As a researcher, the question is how to document and understand racial formations, and the production of identities in specific spaces. The course begins by exploring 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 state violence. In all these instances, law often has a central role to play in producing and sustaining violence. It is through law, for example, that nations are able to legally authorize acts of racial violence and legal narratives often operate to secure social consent to acts of racial terror. 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 in these racial and gendered social arrangements.
Staff

SJE1927H Migration and Globalization
This course will tackle three broad themes: (1) migration, nation, and subjectivity; (2) globalization and its discontents; (3) empire and subalternity. It will engage with theoretical and empirical studies of discourses and structures that constitute the formations and relations of subjects, cultures, spaces, institutions, and practices. The analytical and methodological approach will be both disciplinary and inter-disciplinary, drawing from the fields of sociology, history, geography, anthropology, and education, while mobilizing insights from ethnic, feminist, queer, cultural, and postcolonial studies. The interpretive lens will be simultaneously panoramic, comparative, and focused that will attend to the shared and unique conditions of local-global, north-south transactions.
Staff

SJE1929H Theorizing Asian Canada
The course offers interdisciplinary approaches to critical inquiries into the historical, socio-cultural, and political forces that shape our knowledge about peoples of Asian heritage in Canada and in the diaspora. It foregrounds the intersections of race and ethnicity with other indices of difference, such as gender, class, migration, sexuality, ability, language, and spirituality in local, national, and global contexts. It engages with theoretical, empirical, and methodological issues related to inquiries on Asian Canadians, and draws out implications for intellectual, educational, and policy arenas.
Staff

SJE1930H Race, Indigeneity, and the Colonial Politics of

SJE1951H The School and the Community/L'école, la participation parentale et la communauté

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of ''community'' and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

Dans plusieurs pays, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, la communauté, notamment au travers de l'action des parents, est invitée àjouer un rôle àl'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin àrépondre àdes situations particulières et inapte àremplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette «mise en marché de l'éducation », un simple rôle d'apparat pour les parents et le retour àun schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce àdes textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté et les fonc633.2 Trs foncl'acx'école, centage

phenomena as for-profit universities, just to name a few. How do we address these ethical questions? What concepts of value and morality can be brought to bear on higher education? This course will examine these ethical issues using a blend of empirical and theoretical, academic and non-academic literature. No background in philosophy is necessary to take this course.
L. Bialystok

SJE1971H Identity and Education
This course is about identity and its relationship to education. We all have beliefs about identity –our own, and others' as well –but when we start to investigate these beliefs, many questions arise. What is essential to one's identity? How much could you change about yourself and still be the same person? Were you born with an identity? How do children develop their identities? Where are the lines between individual identity and group identity?

These questions have major implications for education. On one level, we may assume implicitly that education should accord in some way with one's identity. One should not be educated to have an identity that is vastly different from one's own family or culture, or worse, to alienate one from these identities. Many types of schooling are explicitly concerned with instilling or nurturing certain identities in children –most commonly religious, ethnic, or national –so that they grow up with a sense of heritage and belonging. Yet we also think of education as liberating, as feeding the autonomy that allows individuals to "come into their own" identities, whatever these may be. Sometimes these purposes may seem to be at odds.

Teachers have identities, too, and who a teacher is affects how she will teach, and consequently what the students may come to understand of their own identities. Teachers can subtly reinforce or subvert dominant narratives about individual and group identities, shaping the way in which students come to see themselves in an educational setting and beyond. Teacher identities, student identities, and the identities of the wider community in which they learn are all very much entangled.

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

SJE1972H Contemporary Ethical Issues in Education

SJE1993H Militarism and Sustainability: Concepts of Nature, State and Society

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

SJE2941H Bourdieu: Theory of Practice in Social Sciences

This course provides a theoretical examination of how social inequities are being (re)produced in everyday life, namely through education. It will focus on the work and influence of sociologist Pierre Bourdieu. It will also introduce students to scholars who have since used his concepts and methodology and/or have critiqued Bourdieu. Questions of inequities are being in vivo, unveiling complex processes of inequalities taking shape through the structuring of formal education as well as through race, class, gender and other interlocking systems of oppression.
D. Farmer

SJE2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
Staff

SJE2998H Individual Reading and Research in Social Justice in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SJE3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts. The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.
M. Boler

SJE3452H Individual Reading and Research in the History of Education: Doctoral Level

Course description same as SJE1452H.
Staff

SJE3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Course description same as SJE1453H.
Staff

SJE3480H EdD Seminar in the Philosophy of Education: I

This is a required research seminar for EdD candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

SJE3481H EdD Seminar in the Philosophy of Education: II

Course description same as SJE3480H.
Staff

SJE3490H EdD Seminar in the History of Education: 1

This is a required research seminar for EdD candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

SJE3491H EdD Seminar in the History of Education: II

Course description same as SJE3490H.
Staff

SJE3904H Advanced Sociological Theory in Education

This course will explore some of the 'classical' questions and arguments in sociological theory, and some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.
Staff

SJE3905H Interdisciplinary Approaches to Humanities and Social Sciences: Theory and Praxis

This course will provide students with an introduction to diverse disciplinary and interdisciplinary approaches to conducting educational research in the humanities and social sciences. The course will simultaneously examine 1) methodological issues in disciplinary and interdisciplinary research, 2) content that is of common interest to multiple disciplines and reflects the scholarship of the SJE faculty, and 3) the relationship between research and praxis in various disciplines. The individual disciplines reflected in the course will include sociology, philosophy, history, anthropology, geography, and political science. Some of the topics to be examined may include the sociology of knowledge, the politics of truth claims, the impact of technology and media, and debates regarding knowledge production and authority. We will approach these questions through different lenses and frameworks that transcend individual disciplines, such as critical race, postcolonial, feminist, and postmodern theories. While engaging with the methods and

Social Justice Education

assumptions of various fields of research, the overriding inquiry in this course will be epistemological, derived from the philosophical study of how knowledge is acquired, verified, produced, and transmitted.
NOTE: Effective September 2016, subject to consultation with a faculty advisor, the Department recommends SJE3905H.
Staff

SJE3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education
This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SJE1922H or permission of instructor
G.J.S. Dei

SJE3911H Cultural Knowledges, Representation and Colonial Education
With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.
Prerequisite: Masters students need approval of instructor
N. Wane

SJE3912H Race and Knowledge Production: Issues in Research [RM]
As a qualitative research course for masters and doctoral students who already possess some familiarity with postmodern, feminist and critical race theories, the course will consist of readings that explore the following question: how is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge? How can intellectuals challenge imperialist and racist systems through their research and writing? This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do we as scholars rely on when we undertake research?

How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. In part two of the course, we explore interlocking systems of oppression: how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy. For the third part of the course, we examine how we understand the immigrant's body, the citizen, the migrant and what it means to produce knowledge as a post-colonial scholar.
Staff

SJE3914H Anti-Colonial Thought and Pedagogical Challenges
This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations. It will use radical/subversive pedagogy and instruction as important entry points to critical social praxis. Focussing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cesaire, Cabral, Gandhi, Machel, Che Guevera, Mao Tse-Tung, Nyerere, Toure and Nkrumah, the course will interrogate the theoretical distinctions and connections between anti-colonial thought and post-colonial theory, and identify the particular implications/lessons for critical educational practice. Among the issues explored will be: the challenge of articulating anti-colonial theory as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness; the conceptualization of power configurations embedded in ideas, cultures and histories of marginalized communities; the understanding of Indigeneity as pedagogical practice; the pursuit of agency, resistance and subjective politics through anti-colonial learning; the investigation of the power and meaning of local social practice/action in surviving colonial and colonized encounters; and the identification of the historical and institutional structures and contexts which sustain intellectual pursuits. Students and instructor will engage in critical dialogues around intellectual assertions that the anti-colonial is intimately connected to decolonization, and by extension, decolonization cannot happen solely through Western scholarship. We will ask: How can educators provide anti-colonial education that develop in learners a strong sense of identity, self and collective respect, agency, and the kind of individual empowerment that is accountable to community empowerment?   How do we subvert colonial hierarchies embedded in conventional schooling? And, how do we re-envision schooling and education to espouse at its centre such values as social justice, equity, fairness, resistance and decolonial responsibility?
Staff

SJE3915H Franz Fanon and Education
What accounts for the "Fanon Renaissance"? Why and how is Fanon important to schooling and education today? This upper level graduate seminar will examine the intellectual contributions of Franz Fanon as a leading anti-colonial theorist to the search for genuine educational options and transformative change in contemporary society. The complexity, richness and implications of his ideas for critical learners pursuing a subversive pedagogy for social change are discussed. The course begins with a critical look at Fanon as a philosopher, pedagogue and anti-colonial practitioner. We draw on his myriad intellectual contributions to understanding colonialism and imperial power relations, social movements and the politics of social liberation. Our interest in Fanon will also engage how his ideas about colonialism and its impact on the human psyche help us to understand the process of liberation within the context of contestations over questions of identity and difference, and our pursuit of race, gender, class and sexual politics today. Class

discussions will broach such issues as the contexts in which Fanon developed his ideas and thoughts and how these developments subsequently came to shape anti-colonial theory and practice, the limits and possibilities of political ideologies, as well as the theorization of imperialism and spiritual 'dis-embodiment', particularly in Southern contexts. Specific subject matters include Fanon's understanding of violence, nationalism and politics of identity, national liberation and resistance, the 'dialectic of experience', the psychiatry of racism and the psychology of oppression, the limits of revolutionary class politics, and the power of 'dramaturgical vocabulary', and how his ideas continue to make him a major scholarly figure. The course will also situate Fanon in such intellectual currents as Marxism and Neo-marxism, existentialism and psychoanalysis, Negritude, African philosophy and anti-colonialism, drawing out the specific implications for education and schooling.
G.J.S. Dei

SJE3929H Advanced Disability Studies: Interpretive Methods, Interpreted Bodies: Research Methods
This course proceeds from scholarly work that conceives of embodiment as a socio-political phenomenon. The purpose of this course is to open to critical inquiry cultural representations of physical, sensory, mental, etc., variations. Through an interrogation of disability as it is experienced, known, or managed we will develop transgressive methods of reading and writing that explore the complex social significance of embodied diversity. The aim is to challenge taken-for-granted and dominant representations of the meaning of transgressive bodies in various social arenas, such as medicine and education. The course relies on and teaches critical interpretive methods of social inquiry. Potential topics include uncovering how transgressive bodies are typically known and how different interpretive relations can transgress what is said and done to such bodies. We will treat disability as a complex and conflicting scene of representation where knowledge production, power relations, and identity formation can be examined and transformed.
T. Titchkosky

SJE3933H Globalisation and Transnationality: Feminist Perspectives
This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?
M. Todorova

SJE3997H Practicum in Social Justice Education (EdD)
Practical experience in an area of the humanities, social sciences and/or social justice education fieldwork is a vital element of the development of skills in the application of knowledge from theory and research. In consultation with the SJE departmental Practicum Liaison person, the student shall establish a practicum supervisor and a suitable placement in consultation with her/his practicum supervisor, signaled by completion of an EdD 'Practicum Agreement Form' (SJE website, 'Students', 'Dept. Specific Forms'). For successful completion of this course, the student is required to: a) spend 72 hours in active educational fieldwork; b) have regular contact with their individual practicum supervisor; c) submit an interim report of approximately 1500 words to the Practicum Supervisor; and submit a final paper of approximately 8000 words to the Practicum Supervisor offering a final synthesis of specific field experiences & their

relationship to a relevant body of academic and sociological literature which shall be graded on a Pass/Fail basis. Examples of relevant educational placements include but are not limited to school boards, community organizations, social service organizations, unions, cultural organizations and other organizations with relevant educational functions, broadly conceived.
Staff

SJE3998H Individual Reading and Research in Social Justice Education: Doctoral Level
Course description same as SJE2998H.
Staff

SJE5000H Special Topics in Social Justice Research in Education: Master's Level
Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SJE6000H Special Topics in Social Justice Research in Education: Doctoral Level
Course description same as SJE5000H, but at the doctoral level.
Staff

JHS1916H Studying the Graduate Student Experience
This course will give students an opportunity to address issues that have both theoretical resonance and practical relevance for them. Beginning with a review of the Canadian postsecondary context and international comparisons, we then consider appropriate methods and theories for studying the graduate student experience. We proceed to a series of topics that relate to graduate programs and degrees, drawing on the research literature. These topics focus on issues that arise as students navigate through programs and into 'life after graduate school', including identity, writing, classroom experiences, disciplinary differences, the 'hidden curriculum', and thesis supervision. Integrated into the course will be an opportunity to do some qualitative interviewing of other students. Equity issues and comparative perspectives will be found throughout the course readings.
Staff

JHS3932H 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. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.
Staff

JSA5147H Language, Nationalism and Post-Nationalism
The purpose of this course is to examine the relationship between ideologies and practices of language and nation, from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of major European nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the

construction, positioning and repositioning of so-called linguistic minorities and indigenous rights movements (the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here); the commodification of language and identity in the current economy; language and globalization; and current debates on the ecology of language and language endangerment. Throughout we will also examine the role of linguists, anthropologists and other producers of discourse about language, nation and State in the construction of theories of nation, ethnicity, race and citizenship.
M. Heller

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

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

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

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

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

WPL2944H Sociology of Learning and Social Movements

The goal of this course is to develop a working dialogue across two separate bodies of research -- learning theory & social movement theory that to date have encountered one another only rarely and when so, virtually always inadequately. The focus is on building capacity in students to carry out research on various aspects of social movement learning. In doing so, our goals are to understand knowledge production,

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Indigenous Education

Indigenous Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Indigenous nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Indigenous Education from local, to national and international connections. Students focussintebedDlBhareas are

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; participatory action research; 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; disability studies; Indigenous education; comparative and 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:
K. Bickmore, C. Connelly, J. Cummins, K. Gallagher, R. Gaztambide-Fernandez, D. Gérin-Lajoie, T. Goldstein, M. Kooy, C. Morgan, E. Pedretti, H. Sykes and P. Trifonas (CTL); A. Miles, S. Mojab, E. O'Sullivan, J. Quarter and P. Sawchuk (LHAE); A. Bakan, L. Bialystok, M. Boler, G. Sefa Dei, M. Heller, C.P. Olson, T. Titchkosky, M. Todorova, E. Tuck, R. Walcott and N. Wane (SJE); L. Teather (Museum Studies).

Further information is available from:
Tanya Titchkosky (SJE)

Études en français en éducation

Spécialisation conjointe Éducation, francophonies et diversité

Le Département de Curriculum, Teaching and Learning et le Département de Social Justice Education offrent la spécialisation conjointe Éducation, francophonies et diversité. Les cours de cette spécialisation privilégient une approche critique dans l'examen des problématiques liées à l'éducation des minorités francophones en Ontario, au Canada et dans le monde. Favorisant une approche multidisciplinaire critique, les questions d'équité, de diversité et de minorisation sont au cœur même de la réflexion. L'intérêt est de mieux comprendre les pratiques ayant cours en éducation, en mettant l'accent sur la façon dont les différences sont construites, problématisées et transformées.

Les professeures et professeurs qui font de la recherche dans ce domaine sont :
D. Gérin-Lajoie, N. Labrie (CTL); D. Farmer, M. Heller (SJE).

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Le Centre de recherches en éducation franco-ontarienne (CREFO)

literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: C. Bereiter, E. Geva, and D.M. Willows (APHD); D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas (CTL); B. Burstow, S. Ryan and P. Sawchuk (LHAE); M. Heller (SJE).

Further information is available from:
E. Geva (APHD) or A. Cumming (CTL); and P. Sawchuk (LHAE); and M. Boler (SJE).

Women's Studies/Feminist Studies

Research and Field Activities

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Gérin-Lajoie
Lieu : 252 rue Bloor Ouest, 6-104
Téléphone : 416-978-1975
Télécopieur : 416-926-4714
Courrier électronique : crefo.oise@utoronto.ca
Site internet : http://crefo.oise.utoronto.ca/ACCUEIL/

Le CREFO est un centre interdisciplinaire où l'on étudie les pratiques éducatives, sociales et langagières de la francophonie en Ontario, au Canada et dans le monde. Unique en son genre à l'Université de Toronto, le CREFO se dédie à l'étude de la francophonie dans sa diversité. Les chercheures et chercheurs appartiennent à plusieurs disciplines incluant la sociologie, la sociologie de l'éducation, l'anthropologie et la sociolinguistique. Les problématiques abordées ajoutent à la question minoritaire la volonté de rendre explicite les processus menant à l'action sociale, à la construction des différences ainsi qu'à la prise en considération d'enjeux sociaux dans une perspective transformative. Elles font état de réalités émergentes et de tendances qui persistent dans le traitement de thématiques variées telles que les phénomènes associés à la mobilité en lien avec l'expérience scolaire des jeunes, le rapport àl'identité chez les jeunes et le personnel enseignant qui travaille en milieu minoritaire, l'équité et l'inclusion dans les écoles, la langue française dans les marchés économiques nationaux et internationaux et les enjeux liés àla complexité des modes d'insertion aux études postsecondaires en français.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: George Dei
Department: Social Justice Education
L2- j3pz l0 Tnso6 T10.W BlooRoom 12-272st, 6-104L2- j1phone :0460st, 6-104

studies through lectures, workshops and other events that aid teaching with and about media, arts and popular culture. 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 anchored in important issues of the day and the needs of teachers and learners in Ontario and beyond.

OISE faculty and instructors affiliated with CMCE: Megan Boler, Kathleen Gallagher, Peter Trifonas, Margaret Wells and Rinaldo Walcott.

Centre for Science, Mathematics and Technology Education

Centre for Science, Mathematics and Technology Education

Director: Clare Brett
Department: Curriculum, Teaching and Learning

leader from the majority world to CWSE to direct a course at OISE and give a signature lecture on a critical global issue at the University of Toronto; and Institutional Ethnography workshops taught by its creator Dorothy E. Smith, OISE emerita Professor. CWSE also offers Brown Bag lectures in which faculty and students are invited to present their scholarly work; Popular Feminism lectures presenting research on current topics of wide interests; feminist art exhibits; reading groups; women's wellness workshops; and much more.

Current research projects at the CWSE include work on South Asian mothering; immigrant professional women in Canada; history of Canadian women; Black women's organizing in the early twentieth century; women's human rights and the feminist movement. We are home to Associate and Visiting Scholars, and Community Researches as well as students and staff, whose research addresses various aspects of women's experiences in Canada and globally.

Our website (www.oise.utoronto.ca/cwse) includes a complete list of feminist courses and faculty available at OISE, as well as information about our projects and events.

Comparative, International and Development Education Centre (CIDEC)

Comparative, International and Development Education Centre (CIDEC)

Director: Stephen Anderson, Leadership, Higher and Adult Education
Location: 252 Bloor Street West, Room 7-107
Telephone: 416-978-0892
E-mail: cidec.oise@utoronto.ca
Website: www.oise.utoronto.ca/cidec

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 LHAE department. 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 via a seminar series, an electronic list serve, electronic newsletters, website and research projects, and a student association.

The Dr. R.G.N. Laidlaw Centre (LC)

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Kang Lee
Department: Applied Psychology and Human Development
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4597
Website: www.oise.utoronto.ca/ics/

The Centre is funded by a generous endowment from the Laidlaw Foundation. It 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 special education. A second thematic area is early childhood development and integrated community-school supports for children and

families. A third thematic area is socio-cognitive development with a focus on the development of children's developing understanding of intentionality and morality.

Research at the center is currently supported by a variety of funding agencies such as the Social Science and Humanities Research Council of Canada, Natural Science and Engineering Research Council of Canada, the National Institute of Health of US, Ontario Neurotrauma Foundation, Ontario Ministry of Education, and Canadian Foundation for Innovation. Research is also supported by collaboration among faculty, graduate students, and Dr. Eric Jackman Institute of Child Study Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the MA in Child Study and Education program, based on a teacher-researcher model.

Institute for Knowledge Innovation and Technology (IKIT)

Institute for Knowledge Innovation and Technology (IKIT)

Head: Marlene Scardamalia
Department: Curriculum, Teaching and Learning
Location: 10-224
Telephone: 416-978-0362
Website: www.ikit.org

IKIT, the Institute for Knowledge Innovation and Technology, is simultaneously an OISE centre and a virtual international design lab with worldwide membership, bringing together inventive researchers, practitioners, policy makers, students, and engineers to extend the "limits of the possible" in education and knowledge work (www.IKIT.org). IKIT's program of research and development ranges from basic inquiry into the nature and processes of knowledge creation to large-scale socio-technical designs. It includes school reform initiatives in the Americas, Asia, and Europe. In line with many university labs worldwide, IKIT operates as a mission-oriented institute committed to advancing the state of the art in its field--a research-intensive effort to establish new models of education for a knowledge-creating society.

Transformative Learning Centre for Community Activism (TLCCA)

Transformative Learning Centre (TLC)

Centre Director: Angela Miles
Student Liaisons: Eisha Anam, Tristan Laing
Department: Leadership, Higher and Adult Education
Program: Adult Education and Community Development Program
Location: 252 Bloor Street West, Room 7-165
Telephone: 416-978-0785
Fax: 416-926-4749
E-mail: tlcca.oise@utoronto.ca
Website: http://oise.utoronto.ca/tlcca

The Transformative Learning Centre for Community Activism (TLCCA) is a unique interdisciplinary hub for the study and practice of learning and action in and with a wide range of community and social movement groups and contexts.

Associated Faculty:
Bonnie Burstow, Jamie Magnusson, Lance McCready, Kiran

Research and Field Activities

Mirchandani, Shahrzad Mojab, Jack Quarter, Jean-Paul Restoule,
Sherida Ryan, Peter Sawchuk, Jennifer Sumner, Marcelo Vieta (LHAE)
Emeritus: Edmund O'Sullivan

Fees

To be officially registered, tuition fees must be paid or arrangements made for a Fee Deferral, if applicable.

Academic Fees Structure

Full-time Master's students undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must continue to register on a full-time basis and pay the full-time fee once they have completed the defined Program Length (stated on their offer of admission) or have begun their last required course (whichever comes first), until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis, and undertaking a degree that requires a comprehensive examination/requirement, Major Research Paper, or Thesis, must register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

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 often covers the Summer Session immediately following if studies are in the same degree, except for part-time Special Students.

NOTE: The Academic Fee is also called the "Program Fee".

Minimum Degree Fee

Master's Programs

All students in a given program must pay the Minimum Degree Fee (MDF) prior to graduation, regardless of registration option or status. The MDF is associated with the program length for each graduate master's program.

This fee is based upon the full-time program length for each program and is assessed prior to graduation. Minimum Degree Fee represents the minimum amount of tuition that every student, whether registered full-time or part-time, must pay upon completion of the program prior to graduation. (Note that this only includes Academic Fees and does not include Incidental/Ancillary Fees.)

Program length refers to the period of time for an academically well-prepared student to complete a master's program while registered full-time. Master's degree students will find the Program Length on their offer of admission. This period multiplied by the full-time Academic Tuition Fee in the year the program started, establishes the Minimum Degree Fee which must be paid before graduation.

Students must, at the end of their program, pay additional fees if necessary such that in total their academic fees paid equal the minimum applicable degree fees. At the time of graduation, the cumulative Academic Fees paid by a master's student are calculated

Fees

In addition to the Academic Fee, all students pay Incidental Fees. The full-time **Incidental Fees** for 2016-2017 was:

MA & PhD - $1,461.69
EdD - $1,461.69
MEd - $1,461.69
MT - $1,816.69
MA-CSE - $1,756.69

International Students - Academic / Program Fee
MA & PhD - $20,530.00
EdD - $30,030.00
MEd, MT, MA-CSE - $31,040.00

In addition to the Academic Fee, all students pay Incidental Fees. The 2016-17 full-time **Incidental Fees** for International Students was:

MA & PhD - $2,073.69
EdD - $2,073.69
MEd - $2,073.69
MT - $2,428.69
MA-CSE - $2,368.69

NOTE: In addition, international students ay the University Health Insurance Plan fee which was $612.00 for a single student.

For planning purposes, the calculation of fees applicable to each program is as follows:

MEd Degree Students

The minimum Degree/Program Fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun. Exception: the minimum Degree/Program Fee for the Counselling Psychology program is 2 times the one-year full-time Academic Fee.

MA and MT Degree Students

The minimum Degree/Program Fee is based on Program Length (as stated on the offer of admission).

EdD Degree Students

Fees will be assessed according to the pattern of registration, but all EdD students must maintain continuous registration. The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PhD Degree Students

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

Fees for Final Year Doctoral Students

Academic fees for the final year for EdD and PhD students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 15th day of the month.

NOTE: Part-time flexible-time PhD and reinstated students are not eligible for the pro-rated fee.

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2016-17 academic year, the Academic Fee for a half-course was $1,054.50 (international students was $3,079.50).

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, please contact Canadian Immigration authorities. All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. Estimated cost of maintenance for twelve months is between $17,000 and $27,000 plus tuition fees.

The University Health Insurance Plan (UHIP) fee is a compulsory non-Academic Fee for international students. In 2016-17 the cost for twelve months was $612 for a single student. Students with families pay additional fees.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.ca

Late Payment Fees

A late payment fee will be assessed against any student enrolled in Summer, Fall or Winter Session courses but whose fee payments 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

Tuition may be paid by session. The minimum payment of fees for each session will be indicated on the invoice which you will be able to download from www.acorn.utoronto.ca. The due date for payment for the Fall Session is August 25, 2017. The due date for the Winter (January to April) Session is November 30, 2017. The balance of the required fees is due without further notice and is subject to service charges, as outlined on the Fees website (http://www.fees.utoronto.ca).

Non-Refundable Tuition Deposit (for newly admitted Master of Teaching and MA-Child Study and Education students)

Newly admitted students to the Master of Teaching and MA-Child Study and Education programs must pay a non-refundable three hundred dollar ($300) tuition deposit by June 1 in order to hold their admission space in the program. Payment in the form of a certified cheque, money order, or bank draft accompanied by the Tuition Deposit Form, must be forwarded by the newly admitted student to the University of Toronto Student Accounts Office by the June 1 deadline.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2016-17 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc. (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will be allowed to participate in the ceremony and have their names appear on the convocation program. However, they will not receive their Diploma until all outstanding fees have been paid.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Office of the Registrar and Student Services, Registration Team. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2016-17 academic year, the minimum charge was $263.00.

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

Outstanding Fees and Other University Obligations

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

' Statements of results and/or official transcripts of record will not be issued.

' Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted on the OISE Graduate Student Funding website <http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html>. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

OISE Graduate Assistantships

To support programs of full-time graduate study, OISE offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-978-2403

For more information on available positions and instructions to apply, please visit http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/Grad_Student_Jobs/Graduate_Assistantship/index.html

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the website regarding eligibility requirements.

The value of the assistantship is determined each year. A full Graduate Assistantship from September 2017 to April 2018 is valued at $12,264 (plus 4% vacation pay).

Applicants to those programs supported by a Graduate Funding Package need not apply for a Fall/Winter Graduate Assistantship. Students receiving the Funding Package will be offered a Graduate Assistantship upon admission and in each year that they are eligible. Please refer to the following section for information regarding the Graduate Funding Package.

OISE Graduate Funding Package

OISE will provide a funding package to registered students for the first year of full-time MA study (excluding the MA in Child Study and Education program) and for the first four years of study in the PhD program (excluding the Flexible-time PhD), provided that students maintain good standing as a full-time student.

The 2017-18 Funding Package is valued at approximately $25,490 (includes the value of tuition and incidental fees) for domestic students and, in the case of international students approximately $39,600 (includes the value tuition, incidental fees and UHIP).

This Funding Package may be comprised of external scholarships, OISE funding grants, and/or employment opportunities. It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Graduate Funding Package.

Complete details regarding these conditions and procedures can be found on the OISE Graduate Student Funding website at: http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/Graduate_Funding_Package/index.html

NOTE: Students in years one and two of the MA in the School and Clinical Child Psychology (SCCP) program in the Department of Applied Psychology and Human Development will receive funding for the first two years of the MA, but are then eligible for funding in years one to three only of their PhD programs. Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

OISE Awards
Internal Awards Available Faculty-Wide

For application information and deadlines regarding the following Faculty-wide awards, and for a list of awards available to specific departments, please visit the OISE Graduate Student Funding website: http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/Scholarship_Opportunities/OISE_Internal_Awards/index.html

Aboriginal Scholarship for OISE Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Bursary for Aboriginal Students

This award is open to all full-time Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Metis). The recipient will be selected on the basis of financial need and previous and intended contributions to his/her community.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments.

Hetty C. Chu Memorial Entrance Scholarship

The Fellowship, with a value of $800, has been established for an incoming full-time OISE student with demonstrated potential and promise of service to the educational or related fields. A candidate must: a) be a

resident of Canada, preferably of Ontario, 25 years of age or over; b) hold a bachelor's degree from an accredited university and be acceptable under OISE's admission policy; c) be in full-time paid employment for at least two continuous years prior to enrolment at OISE; and d) be in need of financial assistance.

Keith A. McLeod Bursary

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a bursary award to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE). Specifically, the support is for assisting graduate students in education who are:

a. Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
b. Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility. Financial need must be demonstrated. Residency in Ontario is required.

Margaret I. Hambly Entrance Scholarship

The Ontario Institute for Studies in Education established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need.

OISE Alumni Association Doctoral Fellowship

The Fellowship has been established for full-time doctoral students at OISE who have contributed to the OISE Alumni Association through volunteer activities.

A candidate must: a) be enrolled in a full-time doctoral program at OISE; b) have successfully completed his/her coursework and comprehensive examinations; c) have had his/her dissertation proposal completed and accepted by the candidate's department and the ethical review committee; d) have contributed to the OISE Alumni Association through volunteer activities; e) not be a member of the OISE Alumni Association Executive Council in the year that the Fellowship is awarded; and f) have financial need.

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 be registered 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 Education Commons and the U. of T. Robarts Library.

William Waters Scholarship in Urban Education

OISE is offering scholarships to promote excellence in teaching in the urban classroom. The successful candidates will be experienced teachers entering a full-time master's program with an interest in questions of social justice and school success for students from economically disadvantaged neighbourhoods attending underperforming schools. In addition to the requirements set out by the graduate program, the successful scholarship recipients will be invited to join the Centre for Urban Schooling and participate in the wide variety of activities related to research, professional development, advocacy and teacher education promoted by the Centre over the course of the year.

External Scholarships

Fulbright Student Awards

These awards are intended for Canadian and American graduate students and W 5il95.n316 56.iacher em /F2 8 oveyd in aaminations; c) have had h

Financial Support

Canada living in the country at the time of application. Scholarships are currently valued at $20,000. Scholarships of $35,000 are also available to students with high academic merit.

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 early October for the following academic year, will be announced on the OISE Graduate Student Funding website <http://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/index.html> in early Fall.

b. For prospective full-time students, please refer to the SSHRC website.

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

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers two fellowships for Religious Studies and one for Labour Studies up to $10,000 each (graduate or undergraduate). Bursaries of up to $1,000 are also available. These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Website: www.oecta.on.ca

Application deadline is April 1.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:
Bill Reith
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300

Application deadline is January 31.

OISE Bursary

The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP. Bursary applications are considered regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/The_OISE_Bursary_Program/index.html

Emergency Student Loans

OISE has a small short-term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE.

Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS), as the hub of OISE, is often the first and last point-of-contact for many clients and serves and supports diverse future and current students removing barriers and obstacles to facilitate a positive experience.

The ORSS delivers student-centred, community-focused and integrated services in an environment of mutual respect that attracts, supports and engages students. Collectively we make the ORSS an inviting and a great place to work, learn and grow.

At the ORSS, community members are able to request, receive, and retrieve a wealth of information that they need: Viewbooks, application, admission, digital forms, course registration, student record management, account information, fee payments, financial advice, bursaries, scholarships, awards, OISE Bulletin, counseling, referrals, well-being, accommodations, student communications, career services, OISE Student Success Centre, professional development, convocation and much more. We promote equitable access to academic and professional development programs and to financial and personal services beneficial to diverse student success. We protect the integrity of academic records, we guard the value of OISE degrees, we support the success and wellness of students and we collaborate across divisions.

Information regarding resources and programming can be found at: http://www.oise.utoronto.ca/orss

Information on all major University of Toronto student services and facilities is provided at: http://studentlife.utoronto.ca