



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

VIEWBOOK
2020/2021

DISCOVER *why you belong at* OISE

GRADUATE STUDIES IN EDUCATION
TEACHER EDUCATION

www.oise.utoronto.ca

The Ontario Institute for Studies in Education (OISE) is committed to providing you with a barrier-free environment when accessing the school's information. OISE respects the requirements set forth under the Accessibility for Ontarians with Disabilities Act (AODA). The 2020/2021 viewbook is available in a PDF format at: uoft.me/oiseviewbook.



Welcome to the Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education (OISE) at the University of Toronto offers a wide range of programs in education and human development that provide a rigorous foundation for careers in professional practice, research, policy and community development.

COVER PHOTO: Arielle Desamito, Master of Teaching '2019



I warmly welcome you to be part of the Ontario Institute for Studies in Education (OISE) at the University of Toronto, recognized as one of the pre-eminent graduate faculties of education in the world.

As you explore the pages that follow, you will come across a wide range of programs that will provide you with a rigorous foundation for careers in education, professional practice, research, policy and community development, as well as with the skills and knowledge you need to be effective leaders in your fields.

OISE is a unique place to learn and grow and our outstanding faculty and staff are committed to ensuring that you receive a positive and supportive experience that will enrich your personal and professional growth.

As you embark on your journey, remember that success takes many forms. The world can be changed by education in countless ways, from improving the life of a single student to leading system-wide reform.

Through being members of the broader University of Toronto community, you will also benefit from the rich academic and cultural opportunities available at one of the world's great universities.

Our graduates, a worldwide network of more than 100,000 alumni, define our success as leaders who are setting the pace for a better future for individuals and communities locally, nationally and globally. We invite you to join us and be part of growing this impact.

Glen A. Jones, PhD, Professor and Dean

TOP REASONS WHY YOU BELONG AT OISE

A Centre of Excellence in a World-Class University

OISE is ranked first in Canada for studies in education in the *2019 QS World University Rankings*. As an OISE graduate, you will carry the reputation of the University of Toronto, which is recognized as Canada's top university. Internationally, the university also holds a strong reputation. In 2019, *Times Higher Education* (THE) ranked the University of Toronto first in Canada and one of the top nine public universities in the world.

World Class Professors Dedicated to Supporting Your Aspirations

OISE is one of the world's most highly regarded graduate schools of education and is home to many award-winning faculty members and researchers. Students are immersed into exciting academic environments informed by our faculty's research contributions and real-world experience.

Exceptional Student Experience and University Life

As an OISE student, you have access to the broad range of leisure, learning and support services offered at the University of Toronto. These include career, health and wellness, academic writing, support services and the Graduate Professional Skills program. We also offer more than 800 clubs and student run organizations, fitness classes, 21 different intramural sports, nine unique multi-faith spaces and First Nations House.

Research Excellence

As one of the most research-intensive institutes of education in the world, OISE possesses an enormous pool of expertise and is home to 15 research centres. Our faculty members are committed to partnering with schools, communities, non-profits and governments to improve educational practice and shape public policy. OISE also continues to strengthen its key international partnerships. Students are able to undertake valuable research opportunities, while forming strong connections with faculty members and contributing to their chosen fields of study. In 2019/2020, OISE faculty members held approximately \$7.8 million in research funding.

The OISE Library – Canada's Largest Education Library

The OISE Library is the largest and most comprehensive education library in Canada. The library includes a vast digital and print collection of education journals, curriculum resources, textbooks and films, as well as specialized collections in modern language education, women's education and the history of education in Ontario. OISE students also have access to the University of Toronto's network of 44 libraries.

Personal Librarian

Students are matched with a librarian who provides personalized research advice, whether you are writing your first research paper or preparing to embark on dissertation research. Librarians provide assistance navigating scholarly digital databases, using 'RefWorks', archiving your publications and much more.

Education Commons – Information Technology for the 21st Century

Our students have access to a wide range of technology and services for use in research, teaching, learning and community outreach in education. The Education Commons offers fully equipped computer labs for your everyday needs and advanced data analysis workstations to support your research. State-of-the-art collaborative environments are also available with integrated audio, lighting, projection and workspace options, which allow you to explore new combinations of interactive technologies to meet your research goals.

Location – The World at Your Doorstep

OISE is located in the heart of Toronto, one of the world's safest and most diverse cities. *The Economist* (2009 to 2019) has consistently ranked Toronto as one of the most livable cities in the world, placing it third in North America and seventh globally. OISE's urban location also affords students access to many different types of academic resources and opportunities, as the City of Toronto is uniquely equipped with many world-class research centres and innovation hubs. Conveniently, the school is located above the St. George TTC subway station.



Jennifer Sylvester

MEd student

Department of Social Justice Education

Social Justice Education

“I was drawn to OISE after seeing the Indigenous leaders at the Institute. When I was accepted to OISE and began my studies in the Social Justice Education program, I knew this was where I was meant to be.”

Our Departments

OISE is home to four distinct, yet interrelated departments of academic study within the field of education studies. Through the many programs, specializations and research opportunities available in OISE's departments, students can customize their learning experience.

Applied Psychology and Human Development (APHD)

The Department of Applied Psychology and Human Development offers five programs that focus on basic and applied research in the areas of human development, teaching, special education, educational psychology and clinical and counselling psychology.

The department is committed to shaping the next generation of researchers, scholars, policy makers and practitioners. Faculty members are leaders in their fields with wide-ranging interests and active research programs.

APHD is home to a diverse group of students and plays host to visiting researchers from around the world.

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest department at OISE and is home to three programs: Curriculum and Pedagogy, Language and Literacies Education, and Teaching.

With a diverse community of faculty and professional practitioners, the department offers a range of courses and programs relating to academic scholarship and professional practice.

Leadership, Higher and Adult Education (LHAE)

The Department of Leadership, Higher and Adult Education offers three programs: Adult Education and Community Development, Educational Leadership and Policy, and Higher Education. The programs focus on education as it occurs at the elementary, secondary, higher and adult education levels.

The department's courses and programs explore relations between different social settings, such as families, workplaces, local communities, and national and international contexts. Themes running through LHAE's research and teaching include equity and social justice, professional education, policy studies, educational leadership and organizations, and adult learning.

Social Justice Education (SJE)

The Department of Social Justice Education offers a multi- and interdisciplinary program that provides students with critical understandings of the social, historical, cultural, political, economic and ethical contexts of education, broadly conceived.

The department is committed to education, with a focus on equity and social justice from a variety of perspectives including history, philosophy, sociology and political science.



Our Degrees

Master's Degrees

Master of Education (MEd)

The MEd degrees are ideal for the professional development of those already engaged in a career related to education. These programs offer flexible academic and professional learning opportunities.

Master of Arts (MA)

The MA degrees are suitable for those who wish to pursue advanced study, research and analysis. Students interested in a research career or completing doctoral studies typically undertake MA programs.

Master of Teaching (MT)

The MT degree combines teacher qualification with advanced study of educational theory and the opportunity to conduct research.

Doctoral Degrees

Doctor of Education (EdD)

The EdD degrees are optimal for the professional development of practitioners.

Doctor of Philosophy (PhD)

The PhD degrees are for those wishing to pursue advanced study, conduct original research and contribute to the advancement of knowledge.

Study Options

Full-time Study

Regular full-time course load is normally six half courses* per academic year (fall and winter semester).

Part-time Study

Part-time course load is normally two half courses* per academic year (fall and winter semester).

Flexible-time (PhD Only)

Designed for practicing professionals who can demonstrate that their employment is related to their intended field of study and research interests.

Examples of work activities include consulting, community organizing, self-employment, contractual work or equivalent, and recently retired individuals who maintain professional engagement.

Students must register full-time for the first four years of the flexible-time program, and with departmental approval may be part-time thereafter.

* Half courses: At OISE most courses involve 24 to 36 hours of organized activity, taken over one session (e.g., fall or winter) and are considered to be 'half' courses in the terminology of the University of Toronto.



WITH
OISE
I can

*become a teacher and complete a
Master's degree at the same time*

Our Master of Teaching and Master of Arts in Child Study and Education programs offer you the unique opportunity to earn both a graduate degree and to be eligible for teacher certification in Ontario. With these degrees, you will join OISE graduates who are teachers, have leadership positions and advanced careers within and beyond the field of education.

Teacher Education

AT OISE

Teacher education has been a central part of the academic mission at the University of Toronto since the establishment of the Faculty of Education in 1907. Today, our teacher education programs reflect OISE's and the University of Toronto's institutional priorities and values as well as the Ontario College of Teachers' regulatory *Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession*, 2008. Seven shared principles, informed by research on best practices in teacher education, underpin both the Master of Teaching (MT) and the Master of Arts in Child Study and Education programs (MA-CSE):

- Teaching excellence
- Equity, diversity and social justice
- Research-informed
- Cohort-based learning
- School/field/university partnerships
- Faculty collaboration
- Coherence



Susan He

MT

Department of Curriculum, Teaching and Learning

Master of Teaching

“I was drawn to OISE for the research opportunities and courses that distinguished the MT program from other teacher education programs. I also enjoyed how connected I felt to my professors, peers and wider OISE community during my time as a student.”

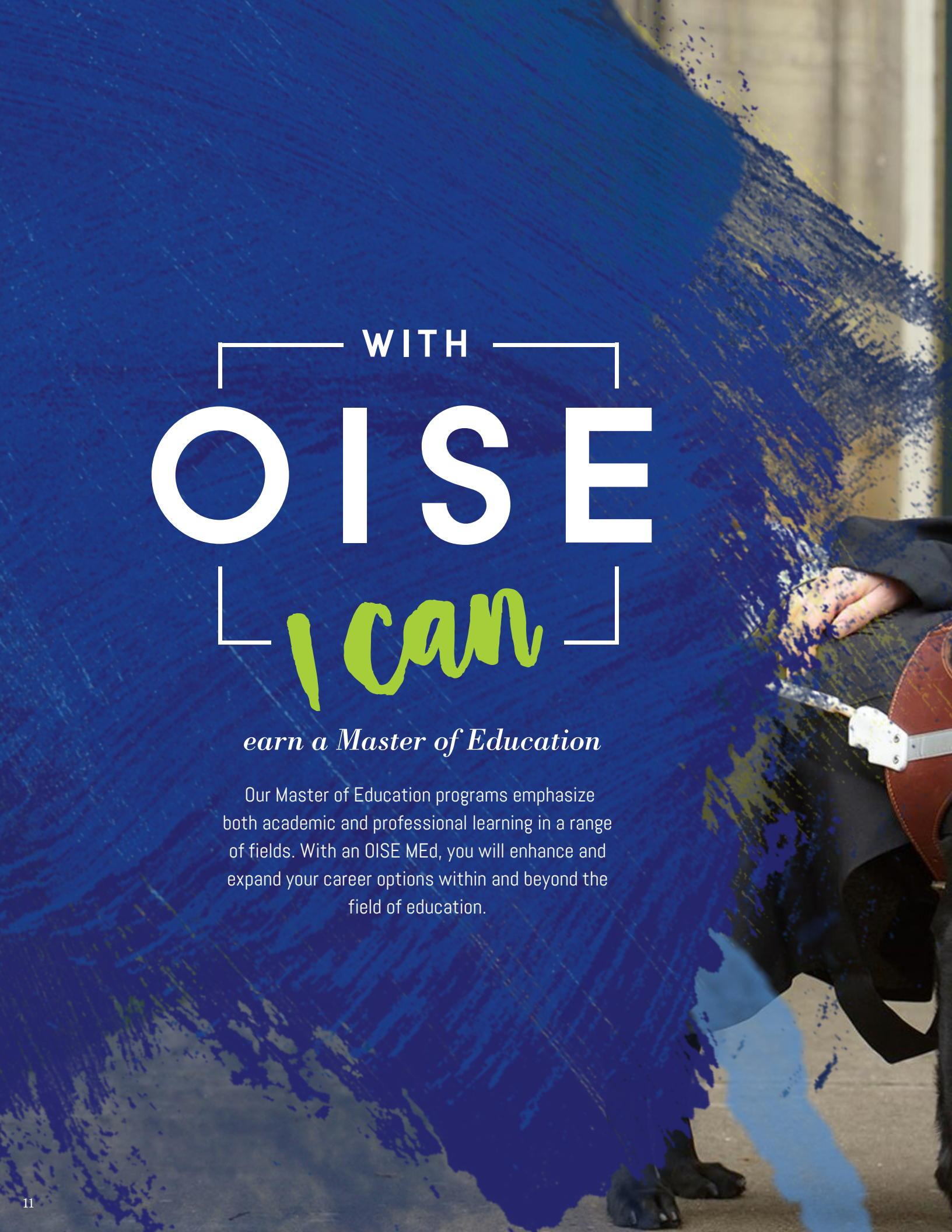


PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Child Study and Education (APHD) ■ Practice-Based Inquiry (PBI) in Psychology and Educational Practice ■ Research-Intensive Training (RIT) in Psychology and Education	MA	Become an exemplary teacher-leader through our unique child-centred graduate program. Graduates are eligible to apply to the Ontario College of Teachers for certification as an elementary (Primary/Junior) teacher. ■ Our students learn through well-supported, extensive practice teaching. They observe good practice modeled in placements and in courses and collaborate with our award-winning Lab School. ■ There is limited enrollment in our RIT field. In addition to completing coursework and practica, students receive research training and produce a major research paper.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, experience with learners—preferably at the age level you wish to teach.	20 half courses (no thesis), practicum, internship and either a) Professional Practice Project (for PBI field) or b) Major Research Paper (for RIT field) ■ Minimum full-time program length is two years (five sessions: fall, winter, spring/summer, fall, winter) ■ Program is offered on a full-time basis only
Teaching (CTL) ■ Primary/Junior (PJ) ■ Junior/Intermediate (JI) ■ Intermediate/Senior (IS)	MT	The Master of Teaching program is designed for people who are looking to become exceptional teachers and leaders in education. MT students acquire an extensive knowledge of educational theory and best instructional practices. This program offers a challenging academic environment that emphasizes collaborative learning and is infused throughout by our commitment to equity, social justice and environmental issues. Candidates can choose from among the following MT program options: ■ Primary/Junior (jr. kindergarten-grade 6) ■ Junior/Intermediate (grades 4-10) ■ Intermediate/Senior (grades 7-12)	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, experience with children PJ: No prerequisite courses JI: Prerequisites for one course IS: Prerequisites for two courses	20 half courses (including major research project), practicum ■ Minimum full-time program length is two years (five sessions: fall, winter, spring/summer, fall, winter) ■ Program is offered on a full-time basis only

[^] For complete detailed admission requirements (plus application procedures, required supporting documents, deadlines and more), visit: www.uoft.me/oiseadmissions

[†] Program requirement information is based on the 2019-2020 OISE Bulletin and is subject to change for 2020-2021.

As both of these programs make you eligible for teacher certification, you should not apply if you already have teaching qualifications in Canada (i.e., Ontario College of Teachers certification, Bachelor of Education). OISE offers many other graduate degrees which can help certified teachers develop and enhance their careers.



WITH OISE I can

earn a Master of Education

Our Master of Education programs emphasize both academic and professional learning in a range of fields. With an OISE MEd, you will enhance and expand your career options within and beyond the field of education.



MASTER'S DEGREES AT A GLANCE

PROGRAM (DEPARTMENT) • FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Adult Education and Community Development (LHAE)	MEd	This is a leading activist program that focuses on learning that happens individually and collectively among adults in communities, workplaces, social movements, the street and the virtual world – any place where people come together to create social change. Our graduates work with newcomers, youth, women's groups, LGBTQ agencies, organized labour, racialized people and disenfranchised communities in positions that involve community engagement and education, policy development, leadership, mentorship and organizational development.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, normally one year professional experience	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MA	- If you wish to enter a course-based master's program that enables you to mobilize new strategies and tactics to assist with adult populations, consider the MEd in AECD. - If you would you like to take on a full-fledged master's thesis, consider the MA in AECD.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, normally one year professional experience	8 half courses, thesis - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis
Child Study and Education (APHD) - Practice-Based Inquiry (PBI) in Psychology and Educational Practice - Research-Intensive Training (RIT) in Psychology and Education	MA	For more information, please refer to program details listed on page 10.		
Counselling and Clinical Psychology (APHD) - Clinical and Counselling Psychology - Clinical Psychology (UTSC)	MA	Become a scientist practitioner in the area of counselling and clinical psychology. This MA program enables graduates to apply for registration with the College of Psychologists of Ontario (CPO) as a Psychological Associate.	Appropriate Bachelor's degree in psychology or equivalent, completed with an A- or better in the final year or over senior courses, GRE General and Psychology Subject Tests	9 half courses, thesis, practicum - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis
	MA	The MA program enables graduates to apply for registration with the College of Psychologists of Ontario (CPO) as a psychological associate. This MA is offered at the U of T Scarborough campus.	See Graduate Department of Psychological Clinical Science, University of Toronto Scarborough www.utsc.utoronto.ca/psych/clinical-psychology .	
Counselling Psychology (APHD) - Counselling and Psychotherapy - Global Mental Health and Counselling Psychology - Guidance and Counselling	MEd	This program provides individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. It is listed as a recognized education and training program in psychotherapy by the College of Registered Psychotherapists of Ontario.	Appropriate Bachelor's degree, completed with a B+ or better in the final year or over senior courses, one year related experience	10 half courses, practicum, comprehensive exam - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis
	MEd	This program is designed for students who aspire to work in the field of mental health and counselling psychology in a global context. Its international focus will provide students with the academic and guided professional experience needed to contribute to mental health service development initiatives in diverse nations. Please note: This program requires an international field placement and is designed for students wishing to contribute to dialogue and practice outside Canada. It will not lead to registration as a counsellor by Ontario accrediting bodies.	Appropriate Bachelor's degree, completed with a B+ or better in the final year or over senior courses, one year of related experience, interview	10 courses (courses held at OISE, with final session off-site) - Minimum full-time program length is 1.5 years (four terms: fall, winter, summer, fall) - Program is offered on a full-time basis only
	MEd	This program is primarily for experienced teachers who wish to specialize in guidance and counselling in schools. It provides students with the basic academic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA).	Appropriate Bachelor's degree, completed with a B+ or better in the final year or over senior courses, teacher certification	10 half courses, practicum, comprehensive exam - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis



Upjeet Cambow

MA

Department of Applied Psychology and Human Development

Child Study and Education

“The opportunity to spend mornings in an elementary school classroom, followed by rich discussions in our afternoon classes at OISE, has been invaluable.”

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Curriculum and Pedagogy (CTL)	MEd	This program involves systematic reflection on research and practice, viewing curriculum as educational experiences in both formal and informal settings. Master's degrees in this program can also be pathways to PhD level opportunities for those who wish to contribute new knowledge regarding curriculum and teaching. The Curriculum and Pedagogy program offers the following seven program emphases: Critical Studies in Curriculum and Pedagogy; Arts in Education; Digital Technologies in Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Math and Technology; Well-being.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, one year professional experience	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MA	- The MEd program is designed for the professional development of those who are already engaged in a career related to education - The MA program is designed to provide academic study and research training related to curriculum studies	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, one year professional experience	8 half courses, thesis - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis
Developmental Psychology and Education (APHD)	MEd	This program is ideal for successful educators or practitioners who aspire to improve student success through innovative approaches to learning and teaching. Systematic reflection on research and practice provides students with knowledge about general learning and teaching, early childhood education and special needs education in both formal and informal settings.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, typically possesses one year relevant professional experience	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MA	This program is intended for students who are interested in learning more about developmental psychology and human development and their implications for children's well-being. This program is a stepping-stone to PhD level studies for those who wish to pursue a career in research, university teaching and related applied careers.	Appropriate Bachelor's degree in psychology or equivalent, completed with an A- or better in the final year or over senior courses	4 half courses, thesis - Minimum full-time program length is one year - Program is offered on a full-time basis only
Educational Leadership and Policy (LHAE)	MEd	This program is designed for aspiring or current educational leaders looking to further develop their knowledge of policy, leadership, change and social diversity in and for the PK-12 education system. Studies will equip practitioners with knowledge and skills to engage in and critique approaches to leadership and policy to support their careers at various levels in the school system or in related careers. MEd in Educational Leadership and Policy Online/Hybrid Cohort: this program option enables students to complete all four required core courses plus two electives online. The remaining four elective courses may be completed either online or face-to-face. (Please note, that the Online/Hybrid Cohort is not offered every year. Visit the department's website for details).	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, academic qualifications beyond first degree (teacher education degree or equivalent) is preferred	10 half courses - Minimum full-time program length is 1.5 years (may be longer depending on option selected) - Program is offered on a full-time or part-time basis
	MA	This program is designed for future educational leaders curious and passionate about researching, critiquing and advancing issues of educational leadership, policy, social diversity and change, particularly relating to PK-12 education systems. The MA is designed to advance students' understanding and capacity to develop theory and conduct research relating to leadership and policy concerns in education.	Appropriate Bachelor's degree, completed with a B+ or better in the final year or over senior courses	8 half courses, thesis - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis

MASTER'S DEGREES AT A GLANCE

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Higher Education (LHAE) Higher Education	MEd	This program is designed for higher education professionals who want to advance their career and gain a research-informed understanding of how colleges and universities work. The MEd provides the knowledge and skills needed in administrative and policy careers related to higher education. Students will increase their understanding of the issues confronting individual institutions and the postsecondary system.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MA	This program will be of interest to students who are looking to gain research skills and apply them to issues related to colleges and universities. The MA provides the knowledge and skills to pursue administrative and policy careers related to higher education. It offers preparation for doctoral studies in higher education and in related fields.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses	8 half courses, thesis - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis
	MEd	This field is designed for applicants interested in pursuing administrative, research or teaching careers in the professional sector. We welcome applicants from a wide range of sectors, including health, engineering, law, and law enforcement, as well as those with diverse but relevant backgrounds.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MEd	This field is intended for student development and student services professionals who want to advance their career. The MEd will help students acquire the evidence and experientially-based knowledge and skills to provide leadership in various types of postsecondary institutions.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
Language and Literacies Education (CTL)	MEd	This program is intended for students who are interested in investigating questions around the relationships of literacies in language or language in literacies across communities, societies, instructional environments and informal learning settings. Students are able to focus on curriculum, instruction, learning and policies for education in second, foreign and minority languages including: - Studies of language learning; - Methodology and organization of classroom instruction;	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, typically possesses teacher certification, one year relevant professional experience	10 half courses - Minimum full-time program length is 1.5 years - Program is offered on a full-time or part-time basis
	MA	- Language education policies and planning; - Student and program evaluation; - Bilingualism, multilingualism, and cultural diversity	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, typically possesses teacher certification, one year relevant professional experience	8 half courses, thesis - Minimum full-time program length is two years - Program is offered on a full-time or part-time basis

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
School and Clinical Child Psychology (APHD)	MA	The SCCP program provides theoretical, research and professional training in clinical and school psychology for students who are passionate about improving the mental health and well-being of children, youth and families. This program meets the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate.	Appropriate Bachelor's degree in psychology or equivalent, completed with an A- or better in the final year or over senior courses	10 half courses, practicum, thesis ■ Minimum full-time program length is two years ■ Program is offered on a full-time basis only
Social Justice Education (SJE)	MEd	The MEd is designed for students interested in social justice, committed to social change, or aspiring to assume research-informed responsibilities in a school or community organization. Graduates may have the opportunity to pursue doctoral-level studies.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses, one year professional experience	10 half courses ■ Minimum full-time program length is 1.5 years ■ Program is offered on a full-time or part-time basis
	MA	This program is intended for research-oriented students who wish to apply their disciplinary backgrounds and critical abilities to examine theoretical and/or empirical problems regarding equity in education, broadly conceived.	Appropriate Bachelor's degree, completed with a mid-B or better in the final year or over senior courses	6 half courses, thesis ■ Minimum full-time program length is two years ■ Program is offered on a full-time or part-time basis
Teaching (CTL) ■ Primary/Junior (PJ) ■ Junior/Intermediate (JI) ■ Intermediate/Senior (IS)	MT	For more information, please refer to program details listed on page 10.		

[^] For complete detailed admission requirements (plus application procedures, required supporting documents, deadlines and more), visit: www.uoft.me/oiseadmissions

[†] Program requirement information is based on the 2019-2020 OISE Bulletin and is subject to change for 2020-2021.



Jason Mercat

MEd

Department of Leadership, Higher and Adult Education

Adult Education and Community Development

“I chose to pursue my studies at OISE because I wanted to be in a program that was taught by trailblazers, challenged my thinking and made me feel like I could be a part of something. I feel empowered to pursue opportunities to engage in social change because of the tools that my education provided.”



change your viewpoint?
the purpose?
How strong?

WITH

OISE

I can

*conduct research with
internationally distinguished
faculty*

We cultivate leading education experts
and empower them to improve learning in
real-world situations.



✓ $0+5=5$
 $5+5=10$
 $10+5=15$

M | T | W | TH | F
5 | 10 | 15 | 20 | 25

- Hundreds Chart

✓ Communicate how the pattern was growing
5, 10, 15 ... continue
 $\begin{array}{c} \text{ } \\ \text{ } \end{array}$
 $\begin{array}{c} \text{ } \\ \text{ } \end{array}$
 $\begin{array}{c} \text{ } \\ \text{ } \end{array}$

✓ we manipulatives like nickels or buttons

- implement a reward system where continuing the pattern gets them more

• - verbally explain what a "pattern" is

Algebra

DOCTORAL DEGREES AT A GLANCE

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Adult Education and Community Development (LHAE)	PhD	This program is designed for students committed to social justice and activism who are hoping to teach from a cutting-edge radical perspective at universities or elsewhere. We encourage critical perspectives including indigenous, Marxist, feminist, anti-racist, environmentalist, anarchist, arts-based and antipsychiatry.	Appropriate Master's degree in Adult Education or related area with B+ or better Applicants to the flexible-time PhD option must be practicing professionals	6 half courses, comprehensive exam, thesis - Minimum full-time program length is four years - Program is offered on a full-time basis only - Flexible-time PhD option is available
Child Study and Education* (APHD)	EdD	This program is intended for students who wish to further their expertise and knowledge in areas related to child study with a focus on special education and security and child and youth well-being. Students will be able to select courses from one of three areas of Emphasis: Early Years, Special Education, and Wellbeing and Mental Health.	Appropriate Master's degree with B+ or better, Master's thesis or equivalent - Interview - Minimum of 3 years of current/recent work experience in an education related field within a school or community setting	8 half courses plus thesis (dissertation in practice) - Full-time program length is four years - Expectation that students will be working professionals
Counselling and Clinical Psychology (APHD) Clinical and Counselling Psychology	PhD	This program is for students who are interested in developing research and theoretical knowledge in counselling and clinical psychology, assessment skills, and knowledge and training in professional issues. Graduates may apply for registration with the College of Psychologists of Ontario (CPO) as a Psychologist.	Appropriate Bachelor's degree in psychology or equivalent, Master's degree in Clinical and Counselling Psychology with A- or better Applicants to the flexible-time PhD option must be practicing professionals	10 half courses, practicum, internship, comprehensive exam, thesis - Minimum full-time program length is four years - Program is offered on a full-time basis only - Flexible-time PhD option is available
Clinical Psychology (UTSC)	PhD	This program enables graduates to apply for registration with the College of Psychologists of Ontario (CPO). This program is offered at the U of T Scarborough campus.	See Graduate Department of Psychological Clinical Science, University of Toronto Scarborough: www.utsc.utoronto.ca/psych/clinical-psychology .	
Counselling Psychology (APHD) Counselling and Psychotherapy	EdD	This program is intended for professionals currently working in counselling services in an educational and/or community setting and looking for an opportunity for advanced study. Counsellor training in this EdD program emphasizes the role of the counsellor in the educational system, in addition to the advanced study of counselling theory and practice. Students will also acquire skills for effective supervision and consultation, and for the development and assessment of student counselling services.	Appropriate Master's degree in counselling psychology with B+ or better, experience as a counsellor in an educational setting	11 half courses, practicum, internship, thesis (dissertation in practice) - Full-time program length is four years - Program is offered on a full-time basis only

[^] For complete detailed admission requirements (plus application procedures, required supporting documents, deadlines and more), visit: www.uoft.me/oiseadmissions

[†] Program requirement information is based on the 2019-2020 OISE Bulletin and is subject to change for 2020-2021.

* No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities.



David Collicot

PhD student

Department of Applied Psychology and Human Development

Clinical and Counselling Psychology

“I chose OISE because it enabled me to combine my advocacy work in LGBTQ2 communities with clinical work. My program lets me support the well-being of my community in clinical, academic and research spaces, while expanding my knowledge of diversity, equity and intersectionality in each of these areas.”

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Curriculum and Pedagogy (CTL)	PhD	This program involves systematic reflection on research and practice, viewing curriculum as educational experiences in both formal and informal settings. It will provide those who wish to contribute new knowledge regarding curriculum and teaching innovation with opportunities for advanced study in a variety of areas, including urban schools, educational technology, equity, mathematics, science, the arts, online learning, citizenship, comparative education, holistic education, instructional design and teacher development. Program emphases include: Critical Studies in Curriculum and Pedagogy; Arts in Education; Digital Technologies in Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Math and Technology; Well-being. The PhD is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research.	Appropriate Master's degree with B+ or better in same field/ specialization as proposed doctoral studies, Master's thesis or equivalent, two years relevant experience Applicants to the flexible-time PhD option must be practicing professionals	7 half courses, comprehensive exam, thesis - Minimum full-time program length is four years - Program is offered on a full-time basis only - Flexible-time PhD option is available
Developmental Psychology and Education (APHD)	PhD	This program is intended to further advance a student's knowledge of developmental psychology and human development and their implications for children's well-being. This PhD program involves systematic training in developmental research, providing you with theoretical and applied knowledge about child development. This PhD program will prepare you for a career in research, university teaching and other applied careers.	Appropriate Bachelor's degree in psychology or equivalent and Master's degree in psychology or equivalent with A- or better Applicants to the flexible-time PhD option must be practicing professionals	4 half courses, comprehensive exam, thesis - Minimum full-time program length is four years - Program is offered on a full-time basis only - Flexible-time PhD option is available
Educational Leadership and Policy (LHAE) ■ International Educational Leadership and Policy	EdD	This program will be of interest to educational professionals looking to take the next step in their career as a senior educational leader. It concentrates on elements of theory and research concerning leadership, policy, social diversity and educational leadership that assist in understanding and resolving problems confronted by practicing administrators. This program is not accepting applications for the 2020-2021 academic year.	Appropriate Master's degree in Educational Leadership and Policy with B+ or better, Master's thesis or equivalent, evidence of leadership experience/ potential	8 half courses, comprehensive exam, dissertation in practice - Full-time program length is four years - Program is offered on a full-time basis only
	EdD	This specialized doctoral cohort in International Educational Leadership and Policy is specifically designed for mid-career professionals who work for international organizations, governments, foundations and nongovernmental agencies on issues related to educational leadership and policy and are looking to advance their careers through professional doctorate.	Appropriate Master's degree with B+ or better, Master's thesis or equivalent, evidence of leadership experience or potential	8 online half courses offered over 3 terms, comprehensive exam, thesis (dissertation in practice). Students will meet for a two-week intensive program at the University of Toronto each year. - Full-time program length is four years - Full-time, blended delivery compatible with employment
	PhD	This program is intended to further advance a student's knowledge of educational leadership, policy, social diversity and change, particularly relating to PK-12 education. The PhD is designed to develop students' capacity as scholars who can understand, critique and advance educational leadership and policy theories and who can successfully conduct advanced research to inform PK-12 education policy and practice.	Appropriate Master's degree in Educational Leadership and Policy with A- or better, Master's thesis or equivalent Applicants to the flexible-time PhD option must be practicing professionals	6 half courses, comprehensive exam, thesis - Minimum full-time program length is four years - Program is offered on a full-time basis only - Flexible-time PhD option is available

DOCTORAL DEGREES AT A GLANCE

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Higher Education (LHAE)	EdD	This program is not accepting applications for the 2020-2021 academic year. It is designed for those who aspire to advance as a research-grounded professional to positions of leadership in higher education administration or policy. The EdD provides the knowledge and research skills to pursue careers in colleges, universities, government agencies, professional associations and international organizations as a higher education expert.	Appropriate Master's degree in Higher Education with B+ or better, Master's thesis or equivalent	8 half courses, comprehensive exam, thesis (dissertation in practice) ■ Full-time program length is four years ■ May be commenced on a part-time basis, but one-year of full-time study is required and continuous full-time registration must be maintained thereafter
	PhD	This program provides the knowledge and research skills to pursue a career in colleges, universities, government agencies, professional associations and international organizations as a higher education expert. ■ Community College Leadership (CCL) Cohort: The flexible-time PhD program in Higher Education is not open for admission in 2020-2021. It is designed to meet the needs of current and emerging community college leaders. Topics include system organization, policy, governance, mission, college functions, equity and social justice, educational philosophy and research methods.	Appropriate Master's degree in Higher Education with B+ or better, Master's thesis or equivalent ■ Applicants to the flexible-time PhD option must be practicing professionals	6 half courses, comprehensive exam, thesis ■ Minimum full-time program length is four years ■ Program is offered on a full-time basis only ■ Flexible-time PhD option is available
Language and Literacies Education (CTL)	PhD	This program is intended for students who are interested in investigating questions around the relationships of literacies in language or language in literacies across communities, societies, instructional environments and informal learning settings. Students are able to focus on curriculum, instruction, learning and policies for education in second, foreign and minority languages including: ■ Studies of language learning; ■ Methodology and organization of classroom instruction; ■ Language education policies and planning; ■ Student and program evaluation; ■ Bilingualism, multilingualism and cultural diversity	Appropriate Master's degree, with B+ or better, Master's thesis or equivalent, two years professional experience ■ Applicants to the flexible-time PhD option must be practicing professionals	7 - 8 half courses (depending on previous experience and academic qualifications), comprehensive exam, thesis ■ Minimum full-time program length is four years ■ Program is offered on a full-time basis only ■ Flexible-time PhD option is available
School and Clinical Child Psychology (APHD)	PhD	This program continues the training provided in the MA program. Graduates become leaders in psychology practice and research in schools, mental health, community and university settings. The PhD program meets the academic requirements of the College of Psychologists of Ontario for registration as a Psychologist.	Appropriate Bachelor's degree in psychology or equivalent, Master's of Arts degree in School and Clinical Child Psychology or equivalent with A- or better	11 half courses (incl. practicum course), internship, comprehensive exam, thesis ■ Minimum full-time program length is four years ■ Program is offered on a full-time basis only

PROGRAM (DEPARTMENT) ■ FIELD OF STUDY (IF APPLICABLE)	DEGREE	PROGRAM DESCRIPTION	BASIC ADMISSION REQUIREMENTS [^]	BASIC PROGRAM REQUIREMENTS [†]
Social Justice Education (SJE)	EdD	This program is designed for students interested in social justice, committed to social change or aspiring to assume research-informed responsibilities in a school or community organization. The EdD program focuses on the exploration of applied and theoretical dimensions of professional educational praxis understood as the political relationships between knowledge, teaching and learning which takes place within or beyond schooling.	Appropriate Master's degree in education with B+ or better in same field/specialization as proposed doctoral studies, one year professional experience	8 half courses, thesis (dissertation in practice) ■ Full-time program length is four years ■ May be commenced on a part-time basis, but one year of full-time study is required and continuous full-time registration must be maintained thereafter
	PhD	This program is designed for students who are interested in social justice, committed to social change, or aspiring to assume research-informed responsibilities in a school or community organization. Our PhD program is intended for research-oriented applicants who wish to apply their disciplinary backgrounds and critical abilities to the field of education.	Appropriate Master's degree in education with B+ or better in same field/specialization as proposed doctoral studies ■ Applicants to the flexible-time PhD option must be practicing professionals	6 half courses, comprehensive exam, thesis ■ Minimum full-time program length is four years ■ Program is offered on a full-time basis only ■ Flexible-time PhD option is available

[^] For complete detailed admission requirements (plus application procedures, required supporting documents, deadlines and more), visit: www.uoft.me/oiseadmissions

[†] Program requirement information is based on the 2019-2020 OISE Bulletin and is subject to change for 2020-2021.

* No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities.



Meng Xiao

EdD

Department of Social Justice Education

Social Justice Education

“As OISE students, we are able to gain valuable research experience and professional development opportunities through working alongside our peers and the many world-class faculty members at the Institute.”

COLLABORATIVE SPECIALIZATIONS

U of T offers a range of collaborative specializations involving the cooperation of two or more graduate units (departments, centres or institutes). Many OISE programs have connections to collaborative specializations.

Specializations	Adult Education and Community Development	Counselling and Clinical Psychology	Counselling Psychology	Curriculum and Pedagogy	Developmental Psychology and Education	Educational Leadership and Policy	Higher Education	Language and Literacies Education	Social Justice Education
Addiction Studies		MA, PhD							
Aging, Palliative and Supportive Care Across the Life Course	MA, MEd, PhD	MA, PhD	MEd, EdD						
Community Development	MA, MEd	MA	MEd*						
Comparative, International and Development Education	MA, MEd, PhD			MA, MEd, PhD		MA, MEd, EdD, PhD	MA, MEd, EdD, PhD	MA, MEd, PhD	MA, MEd, EdD, PhD
Diaspora and Transnational Studies									MA, MEd, EdD, PhD
Education, Francophonies and Diversity				MA, MEd, PhD				MA, MEd, PhD	MA, MEd, EdD, PhD
Educational Policy	MA, MEd, PhD			MA, MEd, PhD	MA, MEd, PhD	MA, MEd, EdD, PhD	MA, MEd, EdD, PhD	MA, MEd, PhD	MA, MEd, EdD, PhD
Engineering Education				MA, PhD			MA, MEd, PhD		
Environment and Health	MA, MEd, PhD								
Environmental Studies	MA, MEd, PhD								
Ethnic and Pluralism Studies						MA, MEd, EdD, PhD		MA, MEd, PhD	MA, MEd, EdD, PhD
Indigenous Health	MA, MEd, PhD	MA, PhD	MEd, EdD						MA, MEd, EdD, PhD
Knowledge Media Design				MA, MEd, PhD				MA, MEd, PhD	
Neuroscience					MA, PhD				
Sexual Diversity Studies	MA, MEd, PhD	MA, PhD	MEd, EdD	MA, MEd, PhD		MA, MEd, EdD, PhD	MA, MEd, EdD, PhD		MA, MEd, EdD, PhD
South Asian Studies									MA, MEd, EdD, PhD
Women and Gender Studies	MA, MEd, PhD	MA, PhD	MEd, EdD	MA, MEd, PhD		MA, MEd, EdD, PhD	MA, MEd, EdD, PhD	MA, MEd, PhD	MA, MEd, EdD, PhD
Workplace Learning and Social Change	MA, MEd, PhD								MA, MEd, EdD, PhD

* Within the MEd program in Counselling Psychology, the Counselling and Psychotherapy Field participates in this specialization. For more information about collaborative specializations, visit: www.uoft.me/oiseprograms.



Éducation, francophonies et diversité

Le Centre de recherches en éducation franco-ontarienne (CREFO) est un centre de recherche interdisciplinaire qui pose un regard critique sur les pratiques éducatives, sociales et langagières de la francophonie en Ontario, au Canada et dans le monde. Les problématiques abordées visent l'étude des processus de minorisation sur des thématiques variées. Les professeures et professeurs affiliés au CREFO participent à l'offre de cours en français dans les départements de *Curriculum, Teaching and Learning* et de *Social Justice Education*. C'est dans ce contexte qu'une nouvelle spécialisation conjointe intitulée Éducation, francophonies et diversité a vu le jour, allant ainsi au-delà des cours qui étaient déjà offerts en français.

Il est possible de compléter sa maîtrise (Maîtrise en éducation – M.Ed. et Maîtrise ès arts – M.A.) entièrement en français (temps-partiel seulement) dans les départements de *Curriculum, Teaching and Learning* et de *Social Justice Education*. Les cours de la spécialisation conjointe sont offerts dans un mode hybride (vidéo- conférence, en face-à-face, plateformes de discussion en ligne, etc.).

Degree Themes

In addition to the focus of our many program areas, OISE students have the ability to choose electives based on course themes, both from within their home department and other departments.

Degrees can be themed in the following ways:

- Indigenous Education
- Educational Technology
- Urban Education
- Program Evaluation

For more information, visit: www.uoft.me/oiseprograms.

INTERNATIONAL STUDENTS

Part of what makes OISE such a vibrant academic community is the rich diversity of its students. Each student brings a unique perspective that enriches the learning environment for all. OISE actively supports the success of its international students with learning opportunities to fully develop their knowledge and skills through services such as:

OISE Student Success Centre (OSSC)

The OSSC is a full-service academic and cultural communication resource and support centre. Key services include supports for English language development, academic writing, math skills, presentation skills, résumé and cover letter support, and more.

Centre for International Experience

OISE partners with the University of Toronto's Centre for International Experience to host an international transition advisor at OISE. The transition advisor helps students adjust to the University and life in Canada by providing resources for academic success and career strategies, as well as answering questions on Citizenship and Immigration Canada documents.

OISE invites applications from around the world. Specialized admissions information for international students can be found at: www.uoft.me/oiseinternationalapplicant.



Jing Zhou

MEd

Department of Applied Psychology and Human Development

Developmental Psychology and Education

“After working for two years, I decided to take a break to pursue graduate studies. During my master's studies at OISE, I learned more about where my passion and education can lead me.”

MONEY MATTERS

DEGREE	2019-2020 ANNUAL * FULL-TIME DOMESTIC FEES			2019-2020 ANNUAL * PART-TIME DOMESTIC FEES		
	TUITION	INCIDENTAL/ ANCILLARY	TOTAL	TUITION	INCIDENTAL/ ANCILLARY	TOTAL
MA	\$6,210	\$1,640.90	\$7,850.90	\$1,863	\$861.59	\$2,724.59
MA-CSE	\$10,070	\$1,995.90	\$12,065.90	N/A	N/A	N/A
MEd	\$10,070	\$1,640.90	\$11,710.90	\$3,021	\$861.59	\$3,882.59
MT	\$10,070	\$1,995.90	\$12,065.90	N/A	N/A	N/A
EdD	\$7,537	\$1,640.90	\$9,177.90	\$2,261.10	\$861.59	\$3,122.69
PhD	\$6,210	\$1,640.90	\$7,850.90	\$1,863	\$861.59	\$2,724.59

DEGREE	2019-2020 ANNUAL * FULL-TIME INTERNATIONAL FEES***		
	TUITION	INCIDENTAL/ ANCILLARY	TOTAL
MA	\$23,770	\$2,276.90	\$26,046.90
MA-CSE	\$35,930	\$2,631.90	\$38,561.90
MEd	\$35,930	\$2,276.90	\$38,206.90
MT	\$35,930	\$2,631.90	\$38,561.90
EdD	\$34,770	\$2,276.90	\$37,046.90
PhD	\$6,210**	\$2,276.90	\$8,486.90

*NOTE: These tables show the cost of tuition and fees for one year of study. The minimum cost of a master's program is based on the official full-time program length, which is listed in the program charts. Completing your program faster than the specified program length could result in paying a balance of degree fee that rounds out the minimum cost. Fees in future years may be higher.

** Since Fall 2018, international OISE PhD students will pay domestic tuition rates. International students will still be required to pay UHIP. This new international tuition structure does not apply to any other OISE graduate programs.

***NOTE: International tuition is set at a level that more closely reflects the true cost of educating students. The Ontario Government subsidizes domestic tuition with taxpayer funds.

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

Base Funding Package

OISE offers base funding packages to full-time graduate students in the PhD and non-professional MA programs. This includes students registered in the first year of study in a full-time MA program (excluding the MA in Child Study and Education program) and in the first four years of study in a PhD program (excluding the flexible-time PhD).

Note: Students in the School and Clinical Child Psychology (SCCP) program receive base funding in the first two years of full-time study in the MA program. Those who then apply to and are accepted into the SCCP PhD program will receive base funding for an additional three years of full-time study at the PhD level.

The 2019-2020 base funding package is valued at \$24,850 for domestic students and \$25,486 for international students. This includes tuition and incidental fees and, in the case of international students, single coverage UHIP (University Health Insurance Plan). The base funding package may consist of funds from OISE fellowships, internal or external scholarships and/or employment opportunities.

Graduate Student Jobs

Graduate Assistantships (GA)
Summer Graduate Assistantships
Research & Development Graduate Assistantships (R&D GA)
Teaching Assistantships (TA)

Academic Activity Support

Conference Funding
Doctoral Completion Award (DCA)

Financial Assistance

Ontario Student Assistance Program (OSAP)
University of Toronto Advance Planning for Students (UTAPS)
Professional Master's Financial Aid - OISE
OISE Needs-based Bursary

For more details, visit: www.uoft.me/oisemoneymatters.

STUDENT RESOURCES

Student Support

OISE students have access to a wide range of supports and services. OISE's Office of the Registrar and Student Services can help connect students with accessibility and disability services, counselling, professional development opportunities, academic workshops and teacher employment preparation services.

OISE students also have access to the OISE Student Success Centre, which provides key services including supports for academic writing, résumé and cover letter writing, English language development and more.

OISE respects the observance of religious holidays and holy days, including but not limited to those already available in our sessional dates. For more information about the accommodation of religious observances, please visit uoft.me/ReligiousAccommodations.

For more details, visit www.uoft.me/OISEstudentservices.

Other Student Resources at the University of Toronto

Accessibility Services

www.studentlife.utoronto.ca/as

Anti-Racism and Cultural Diversity Office

www.antiracism.utoronto.ca

Family Care Office

www.familycare.utoronto.ca

First Nations House

www.studentlife.utoronto.ca/fnh

Health and Wellness Centre

www.studentlife.utoronto.ca/hwc

Multi-Faith Centre

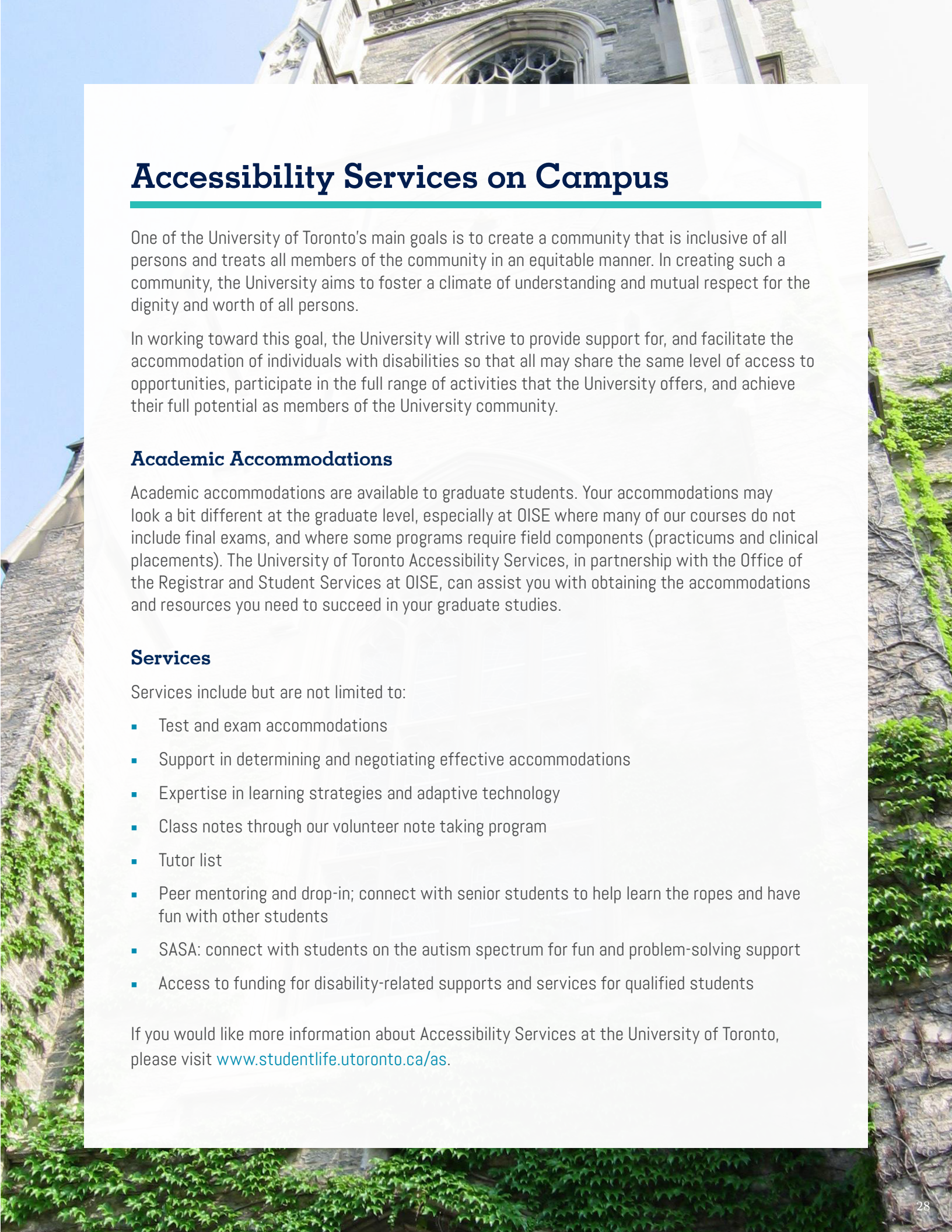
www.studentlife.utoronto.ca/mf

Sexual and Gender Diversity Office

www.sgdo.utoronto.ca

Safety and Support Office

www.safety.utoronto.ca



Accessibility Services on Campus

One of the University of Toronto's main goals is to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

Academic Accommodations

Academic accommodations are available to graduate students. Your accommodations may look a bit different at the graduate level, especially at OISE where many of our courses do not include final exams, and where some programs require field components (practicums and clinical placements). The University of Toronto Accessibility Services, in partnership with the Office of the Registrar and Student Services at OISE, can assist you with obtaining the accommodations and resources you need to succeed in your graduate studies.

Services

Services include but are not limited to:

- Test and exam accommodations
- Support in determining and negotiating effective accommodations
- Expertise in learning strategies and adaptive technology
- Class notes through our volunteer note taking program
- Tutor list
- Peer mentoring and drop-in; connect with senior students to help learn the ropes and have fun with other students
- SASA: connect with students on the autism spectrum for fun and problem-solving support
- Access to funding for disability-related supports and services for qualified students

If you would like more information about Accessibility Services at the University of Toronto, please visit www.studentlife.utoronto.ca/as.

INDIGENOUS PRESENCE AT OISE



OISE is committed to the development and sustainability of Indigenous education and research initiatives at the University of Toronto. This commitment includes constructing ways of intentionally supporting Indigenous learners and leaders, increasing awareness and understanding of Indigenous perspectives, and nurturing the presence of Indigenous knowledges across educational and research practices.

Dean's Advisory Council on Indigenous Education (DACIE)

Indigenous faculty, students and staff are leading efforts to support Indigenous learners through initiatives such as the Dean's Advisory Council on Indigenous Education (DACIE).

DACIE was established in January 2017 following consultations with OISE's Indigenous faculty. It meets on a monthly basis to provide collective advice on Indigenous education initiatives.

Membership of DACIE includes:

- Jeffrey Ansloos, Assistant Professor (APHD)
- Julie Blair, Indigenous Education Liason
- Jennifer Brant, Assistant Professor (CTL)
- Martin Cannon, Associate Professor (SJE)
- Glen A. Jones, Professor and Dean
- Sandra Styres, Assistant Professor (CTL)
- Eve Tuck, Associate Professor (SJE)
- Stephanie Waterman, Associate Professor (LHAE)
- Jennifer Wemigwans, Assistant Professor (LHAE)
- Indigenous Education Network Coordinator (TBA)

Indigenous Education Network (IEN)

Founded in 1989, the Indigenous Education Network (IEN) is a group of students, faculty and community members who share a common commitment to and passion for Indigenous education and research. The IEN offers a variety of opportunities and supports for Indigenous students at OISE:

Academic Advising

In partnership with First Nations House, students have access to an academic counsellor who offers academic and financial advice, support and referrals to other services on campus.

Traditional Teaching and Support Program

Traditional Teacher and Gokoomis Jacque(line) Lavalley is available during the fall and winter semesters for drop-ins and scheduled appointments. As the program expands, Elders and other Knowledge Keepers will continue to be welcomed to share traditional knowledge with students, staff and faculty.

Anishinaabe-Onkwehonwe Graduate Student Collective

The Anishinaabe-Onkwehonwe Graduate Student Collective is a group of Indigenous students at OISE. In partnership with the IEN and Supporting Aboriginal Graduate Enhancement (SAGE), they organize events for Indigenous graduate students and provide informal support to one another as they navigate the academy.

Student Work Space and Lounge

The IEN offers space for Indigenous students to work, relax and build relationships.

Speaker Series and Events

A range of gatherings are hosted throughout the academic year that welcome guest speakers to share knowledge from a range of nations and disciplines. Socials are also organized to bring people together across the OISE community.

Deepening Knowledge Project (DKP)

The Deepening Knowledge Project (DKP) seeks to infuse Indigenous peoples' histories, knowledges and pedagogies into all levels of education in Canada. Led by a group of Indigenous and non-Indigenous faculty, students and staff, DKP provides information about the history and traditions of First Nations, Métis, Inuit and Native American cultures. It also educates about the challenges facing Indigenous communities today, and provides curricula for teachers to incorporate this information into teaching practice.

STUDENTS FOR A TIME ALUMNI FOR LIFE

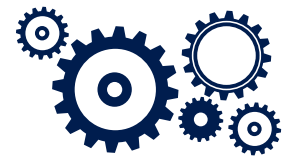
From social events to mentoring, the OISE Alumni Office provides you with critical skill-building and networking opportunities to plan your future, set yourself up for professional success and make the most out of your OISE experience.



100,000
OISE alumni worldwide

Connect with alumni and friends –
your lifetime resource of ideas, networks,
connections and support:
www.uoft.me/OISEAlumniFriends

Showcase your work and innovative
research in alumni publications:
alumni.oise@utoronto.ca



Find your future employer. Check out resources for job
opportunities: www.uoft.me/OISECareerSupport

260 alumni
mentors



Meet a mentor and discuss professional goals, career
possibilities, industry trends, personal interests and
more: www.uoft.me/OISEMentorshipProgram



20+ annual events

Find a list of signature events and workshops offered
each year by the OISE Alumni Office:
www.uoft.me/OISEAnnualEvents

U of T in your neighbourhood

Attend lectures featuring some
of OISE and U of T's top scholars held
in neighbourhoods across Toronto:
www.uoft.me/UofTEvents



Nominate outstanding student
leaders for the Gordon Cressy Student
Leadership Awards:
www.uoft.me/CressyAwards



Explore awards, bursaries and
scholarships: www.uoft.me/Explore



Volunteer on the Alumni Association's
Student Advisory Committee:
alumni.oise@utoronto.ca

For more information and to sign up for the Alumni and Friends newsletter, contact
416-978-5047 or alumni.oise@utoronto.ca.



Alex Abramovich, PhD 2014

Scientist, Centre for Addiction and Mental Health

Assistant Professor, Dalla Lana School of Public Health, University of Toronto

“ I decided to pursue a PhD because I wanted to provide evidence that could lead to life saving solutions and interventions for LGBTQ2S youth. I was drawn to OISE’s learning and teaching environment; an atmosphere that truly nurtured creativity, critical thinking and excellence. OISE prepared me for my career as a scientist in numerous ways. It taught me how to balance being an activist, advocate and academic; how to center my research on the voices and experiences of marginalized communities; and how to conduct ethical research. ”



Adam Benn, MEd 2018

Manager, Human Rights, Equity and Diversity, Humber College

“ While working in the healthcare sector, I had the opportunity to facilitate trainings for a range of demographics and I wanted to explore this work further. I found the Adult Education and Community Development program to be a good fit as it focused on education that took place beyond traditional classroom settings. At OISE, I gained a strong theoretical background in training and education as well as a solid understanding of curriculum design, evaluation processes, and identifying and meeting learners’ goals. ”



Alfred Chen, MT 2018

Teacher, Toronto Catholic District School Board

“ The appeal of driving educational change through practice and research made OISE’s Master of Teaching program my number one choice. Entering the program, I had limited research experience. By the end of it, both my teaching and research abilities had developed beyond what I would have experienced in a traditional teacher education program. This has equipped me to better incorporate effective pedagogical practices into my classroom. ”



Catherine Drea, EdD 2013

Higher Education Consultant

“ In pursuing a doctor of education, I wanted to advance my knowledge, build a professional network, contribute to scholarly research and enhance my career. I was able to achieve all this at OISE. My OISE education was instrumental in preparing me for senior leadership roles in colleges, universities and government, as well as my current work on special projects in higher education. ”



Aisha Khaja, MA 2013

Director of Communications, Gibraltar Leadership Academy

“ Pursuing a Master of Arts in Higher Education allowed me to meld together my two passions of social justice and public speaking. Thanks to my studies at OISE, I was able to develop a foundation and a charity, speak at a TED Talk and host a talk show. Now, I am Director of Communications at a learning academy. ”



Tracey King, MEd 2010

Indigenous Human Resources Lead, Ryerson University

“ As a first-generation student, I learned that my Indigenous perspective and worldview is very much needed in academia. My OISE MEd enabled me to understand, navigate and apply my knowledge in the work I do as Canada’s first Indigenous human resources consultant in the higher education industry. ”

APPLICATION STEPS

Applications open in late September for entry into programs beginning the following September. The main application deadline is November 15, however, some programs may remain open for applications until all spots are filled.

Visit www.uoft.me/oisedeadlines for more information.

1. Choose your program

Browse through this viewbook or visit www.uoft.me/oiseprograms

You can select up to three OISE programs in a single application.

2. Review admission requirements

The School of Graduate Studies (SGS) establishes minimum admission requirements. Keep in mind some programs have additional requirements, which are summarized in this viewbook and detailed in the SGS Calendar (sgs.calendar.utoronto.ca).

3. Prepare supporting documents

Start your application at www.uoft.me/oiseadmissions

Begin preparing well before the November 15 deadline to ensure your application and supporting documents are ready.

4. Apply via the online admissions application

Enter all required information via the online admissions application (apply.sgs.utoronto.ca) and pay the non-refundable application fee (\$220).

5. Submit supporting documents

Supporting documents include: transcripts, letters of reference, résumé and statement of intent. Some programs have additional required supporting documents.

One single set of supporting documents is required even if you've selected multiple OISE programs.

The document deadline is November 15. If you apply after November 15, the deadline is seven business days after you have completed the online admissions application and must include payment.

**Discover more about our
programs**
www.oise.utoronto.ca

Contact Information

Questions about applying? Contact the OISE Office of the Registrar and Student Services.

☎ 416-978-4300

✉ admissions.oise@utoronto.ca

252 Bloor Street West, Room 8-225
Toronto, ON M5S 1V6

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WITH
OISE
I can

shape my future

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admissions.oise@utoronto.ca

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