

Course Descriptions
Faculty of Education
Research Intensive Programs:
Master of Arts (MA) and
Doctor of Philosophy (PhD)

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9200 – Social Context of Education

This course examines a range of critical social theories and constructs in terms of their capacity to provide insight into the politics of education and the relation between education and society. Students will investigate broader philosophical and ideological questions that encourage critical reflexivity about power-knowledge relations constituting social contexts of education in an interconnected world.

9201 – Introduction to Educational Research

This course builds students' understanding of the nature of conducting research in educational contexts. It addresses topics such as generating research questions, the centrality of purpose in developing a research proposal/study, inductive and deductive approaches, the role of conceptual and theoretical frameworks, the significance of the literature review, the uses of specific methods and the relation between theory and methodology. The course will also encourage students to reflect on philosophical questions related to the nature and politics of educational research. *Note: Antirequisite: 9678*

9202 – Critical Policy Studies in Education

This course focuses on the power and politics involved in educational policy making and analysis. Students will be introduced to a variety of theoretical and methodological approaches for conceptualizing, analyzing and critiquing educational policy. Contemporary educational policy reforms and issues in Canada and abroad will be considered.

9203 – Globalization and Education

This course examines the economic, political and socio-cultural dimensions of globalization and their inter-relations with education. Students will be introduced to several perspectives for the study of globalization in comparative and international contexts. Students will develop a critical awareness of the implications of globalization for their own research, as well as different approaches for conducting research in and across international educational contexts.

9204 – Indigeneity and Decolonizing Research

This course examines formations of colonization in and through research and knowledge traditions, and their effects on the cultural, intellectual, political, educational and economic wellbeing of Indigenous peoples. Perspectives and approaches that advance a decolonizing research and policy agenda receive critical attention. Students examine their positionality in conducting research with and for Indigenous peoples in localities in Canada and beyond.

9504 – Evidence-Based Interventions

An introduction to education and intervention in the cognitive, academic, social and emotional domains. Interventions will be linked to research on psychological processes and typical and atypical development. Students will acquire knowledge for making evidence-based decisions concerning instruction, prevention, and intervention.

9507 – Graduate Seminar in Leadership

The various models, theories and concepts associated with leadership in schools will be examined. Particular focus will be on the major theoretical elements of leadership that are specific, relevant and practical. Throughout, students will examine critically the current and seminal pieces of research in the area to identify possible trends in the study of leadership.

9510 – Aboriginal and First Nations Education: The Broader Policy Context

This course provides an examination of substantive law, common law and government policy respecting education issues in Ontario. The main intent is to provide students with a historical and theoretical basis from which to analyze critically the development of Education law as it affects students, teachers, parents and administrators. Particular attention will be paid to the Education Act as amended to date. Critical analysis of the Education Act and relevant Regulations begins with a look at how they are administered through the public school system by setting out provisions for the administration and funding of school boards, for staffing of schools, for curriculum, and classroom and teaching standards. *Note: Restricted to Leadership in Aboriginal Education students*

9514 – Comparative and International Education

This course introduces students to the history, methodology and theory in the field of comparative and international education. It explores current international education issues and trends, and assists students to develop comparative education research skills and critical awareness of various comparative approaches.

9520 – Teaching in a Virtual World

The course provides a critical examination of issues and research involving the on-line interaction and the framing of pedagogy. The interdisciplinary and focus generates reflection about pedagogical, curricular and technological issues embedded within topics such as interface and instructional design, equity of access, the politics of the technological imperative and the re-shaping of the teacher/learner relationship.

9521 – Research Issues in Information Technology Education

An introduction to the issues, theories and uses of new information technologies in conducting educational research in an on-line environment. Conducted primarily on-line with two face-to-face sessions. *Note: Prerequisite: 9678*

9523 – Developmental Psychology and Education

Theories of child and adolescent development are examined with respect to their application for education. Various aspects of development are covered, e.g., cognition, socialization, language, emotions, and motivation.

9526 – Psychology in Education: Issues, Theories, and Practices

This course covers recent advances in the field of psychology that are applied to education. Theories of attentional processes, memory structures, problem solving, attribution, motivation and affect are investigated.

9535 – Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World

This course introduces the field of Literacy Studies. Topics include: the history and expansion of literacy in educational curricula; literacy in national and international educational settings and everyday activities; overview of diverse traditions in literacy research and scholarship; ways in which literacy research informs and is informed by national and transnational policies

9536 – Multiliteracies: Texts and Contexts

This interdisciplinary course focuses on a multiliteracies framework. It responds to the contextual realities that include educating increasingly diverse societies, the escalating variety of text forms and practices across cultures. Students will learn to apply a socio-critical lens to examine the language of work, power and community while developing the skills, processes and understandings necessary to engage with multiple text forms. The course aims to foster the critical engagement necessary to help students 'design' their social futures.

9537 – Multilingualism and Multiliteracies: Teaching Language and literacy in a Globalized World

This course is intended for those who support the literacy of linguistically and culturally diverse children where multilingualism and diversity are seen as the norm in today's globalized world. Exploring psycholinguistic and sociolinguistic approaches, students will gain a deeper understanding of the ways in which language and literacy are intricately related, as well as their implications for curriculum and pedagogy.

9538 – Minority Language Issues

The objectives of this course are to introduce students to principles of minority language learning and teaching, identify issues which often arise in different settings, and raise students' awareness of the how beliefs, assumptions and educational structures may shape minority language students' educational experiences.

9542 – Assessment in Career and Counselling Psychology

Basic principles and statistical procedures underlying assessment and evaluation in counselling. Topics include: theoretical concepts of measurement, tests of aptitude, personality, attitude and achievement, interest inventories, interviewing procedures, observation methods. *Note: Restricted to Counselling Psychology Students*

9543 – Systemic Practice

The systemic context within which counselling interventions are offered is critical. This course focus on the context of community, family, couples and concurrent multiple systems that are explored within an evidence-based tradition of intervention. *Note: Prerequisites: ED9544, ED9545 and Restricted to Counselling Psychology Students*

9544 – Theories of Counselling Psychology

An examination of current cognitive, affective, and behavioural theories of counselling psychology and their applicability to a broad range of client populations in a variety of counselling contexts. *Note: Restricted to Counselling Psychology Students*

9545 – Practicum in Counselling

Development of basic counselling methods and conceptual skills in a micro-counselling setting. *Note: Restricted to Counselling Psychology Students*

9546 – Research Design in Counselling

Research in the counselling profession emphasizes knowledge of both qualitative and quantitative approaches from design through to data analysis. Challenges in design that question results are reviewed along with the importance of acknowledging diversity within the populations that are part of research initiatives. The ethical and legal prerogatives involved in human science research are also reviewed. *Note: Restricted to Counselling Psychology Students*

9547 – Counselling Interventions and Community Mental Health

An examination of counselling interventions and strategies for individuals with an emphasis on diversity, consultation and community mental health using a research-to-practice framework. Topics include trauma, case conceptualization, and evidence-based intervention strategies. *Note: Restricted to Counselling Psychology Students*

9549 – Internship in Counselling

For counselling interns, who have completed the major part of their course work, to study cases, examine current problems and apply theory. *Note: Prerequisite: completion of core courses or equivalent and Restricted to Counselling Psychology Students*

9550 – Ethics and Human Development

Ethical and legislative issues governing the practice of counselling psychology are reviewed as they relate to children, youth and adults in both school and community settings. The relevance of guidelines provided by the Canadian Counseling and Psychotherapy Association and the Canadian Psychological Association will be provided a framework that will guide ethical decision making. *Note: Prerequisite: completion of core courses or equivalent and Restricted to Students in Counselling Psychology.*

9551 – Applied Behaviour Analysis for Psychologists: Theory and Practice

This course focuses on building a foundational understanding of applied behaviour analysis and its relevance to the practice of Psychology. Functional behavioural assessment and behavioural intervention will be taught. ABA-informed interventions will be covered. Students will learn about interprofessional collaboration with behaviour analytic professionals.

9552 – Counselling for Career Development and Life Transitions

An examination of theories of career and human development and their application to counselling and consultation processes. Issues related to life transitions in the context of

career and personal development, diversity and challenges are reviewed and considered within the framework of ethical, legal, and cultural considerations. *Note: Prerequisites: ED9544, ED9545, ED9546 and Restricted to Counselling Psychology Students*

9553 – Cross-Cultural Counselling

An examination of basic concepts and principles in cross-cultural counselling theory and practice. Issues central to planning and delivering culturally appropriate counselling interventions examined. *Note: Prerequisites: ED9544, ED9545, ED9546 and Restricted to Counselling Psychology Students*

9554 – Individual Reading and Study in Counselling

Directed readings and study of contemporary theoretical trends and issues, current research methods and findings relevant to areas of special interest not available in other course offerings. *Note: Restricted to Counselling Psychology Students*

9555 – Trauma and Recovery

The goal of this course is to examine current literature and review the main concepts of psychological trauma and recovery, and to develop a foundation for the continued development of knowledge and skills based on the integration of theory, research evidence, expert practice and approaches, and critical thinking. *Note: Restricted to Counselling Psychology Students*

9557 – Adolescent Literacy: Curriculum, Pedagogy, and Learning

This course explores significant issues in the teaching and learning of literacy with adolescents. It focuses on the myriad modes and media through which adolescent practice their literacies and also the various environments in which they practice their literacies. Implications for curriculum, pedagogy, and learning are critically examined.

9564 – Teaching and Learning in Mathematics

The theoretical perspectives associated with learning and pedagogy in mathematics. Participants will be expected to reflect critically on both theory and practice, based upon psychological, epistemological and mathematical perspectives. A specialized mathematics background is not a prerequisite for the course.

9565 – Mathematics Curriculum: A Critical Appraisal

An integrative, in-depth critique of a variety of exemplary mathematics curricula, past and present. Chosen to be representative of various forces and issues that have shaped mathematics education, the focus will be on critical rather than descriptive analyses. A specialized mathematics background is not a prerequisite for the course.

9566 – Mathematics, Science, and Technology Education: Policy and Society

An analysis of the political, social and economic forces that interact to form and reform the structure and content of school mathematics, science and technology courses. Current trends will be compared to past and international cases. A specialized background is not a prerequisite for the course.

9571 – Learning in Science

A study of the science education research that is based on a constructivist view of learning – a view that takes into account the effect on learning of the ideas that students bring to the classroom.

9572 – Science and Science Teaching

A study of the science education research that is based on a constructivist view of learning – a view that takes into account the effect on learning of the ideas that students bring to the classroom.

9574 – Talking about Teaching: Forms of Pedagogic Discourse and Practice

Alternative forms of pedagogic discourse, including scientific, behavioural, artistic, dramatic, and liberatory, will be examined critically. The relationship of pedagogic discourse to professional practice and personal research will be reviewed.

9575 – The Analysis of Teaching: Bridging Theory and Practice

This course introduces theoretical perspectives on teaching, subject matter, and classroom interaction, and at the same time uses these perspectives to reflect on classroom practice.

9576 – Narrative Inquiry: Teachers, Stories, and Critical Pedagogy

This course introduces students to narrative as a disciplined form of inquiry. Storying and narrative are presented as ways of making sense of experience and of reconnecting practice with theory. Central constructs explored during the course are voice, perspective, collaboration and transformation of experience.

9577 – Action Research: Teachers as Researchers

Action research strategies will be developed with students to enable them to engage in systematic strategies directed to reflective practice. The rationales and conflicts within the action research movement will be explored.

9578 – Issues in Second Language Teaching and Learning

This course is designed to meet the needs of educators with diverse experience in Language education. It provides a survey and analysis of fundamental issues and concepts related to second, bilingual or foreign language curriculum and pedagogy as well as an introduction to theory and research in second language acquisition (SLA). Descriptions and evaluations of different theories of SLA and an examination and analysis of empirical work are offered.

9579 – The Education of Teachers

An introduction to research in teacher education, focusing on preservice, induction, staff development, practicum, and the development of teachers' knowledge. Theories of learning and teacher development, studies of teacher socialization, current themes in teacher education research, and conceptual alternatives for teacher education provide a basis for reflection and critique.

9580 – An Introduction to Curriculum

A critical study of key concepts in contemporary curricular discourse, beginning with a focus on definitions and conceptions of curriculum ideologies, curricular language, and alternative approaches to curricular research and design. The writings of a variety of Canadian and international scholars provide the basis for discussion and critique.

9581 – Writing, Reading, and Representing Across the Curriculum

A critical examination of issues in writing and reading across the curriculum. The course will focus on the nature of representations and their role on the communication and construction of knowledge. Implications for curriculum planning, instructional methods, and assessment will be discussed. Students will have the opportunity to carry out both theoretical and applied projects.

9582 – The Theory and Practice in Health and Human Movement Education

The purpose of this course is to consider the nature and scope of research on teaching and learning in health and physical education settings. Incongruities between post-secondary preparation and educational practice will be explored. Research contributing to a 'community of pedagogical inquiry' for PE and Health from kindergarten to graduate school will be examined. Course content will include links between human movement education throughout the life cycle and health, equity, ethics and related issues.

9583 – Multilingualism through Multiliteracies

This course is designed to challenge conventional preconceptions of curriculum and curricular change. Through readings, presentations, and projects, students will be invited to reconsider perceptions they hold about the purposes of schooling and the role of curriculum. Research and other select literature will be examined and applied in a student-driven learning experience.

9599 – Early Literacy Curriculum, Pedagogy, and Learning

This course considers literacy from infancy through the primary grades. Pertinent issues of curriculum, pedagogy, and learning in relation to young children's reading, writing, speaking, listening, and viewing practices in a variety of environments (e.g., home, school, community) are critically examined.

9587 – Special Topics in Education Research

The course description will vary depending on the topic chosen, please contact the Graduate Programs Office for more information

9588 – First and Second Language Acquisition

An examination of theories of first and second language acquisition and their implications for second or foreign language learning and teaching.

9609 – Adult Education and Lifelong Learning

This course examines recent comparative and international developments in lifelong and continuing education. It considers the findings of research on adult learning, the

implications of current international, social and economic trends for policy, and appropriate provision for the middle and later years.

9610 – Teachers and Students as Artists

Fundamental to any successful art program is a clear understanding of what it means to be an artist. This course will present premodernist, modernist, and postmodernist Western conceptions of artistry and explore how each can be nurtured in classroom settings and beyond.

9611 – Teaching Art to Diverse Student Populations

This course offers strategies for adapting traditional art curricula to meet the instructional and artistic needs of the gifted, exceptional, multicultural and Aboriginal student populations.

9612 – Education through Artistic Themes and Processes

An historical and philosophical examination of the characteristics of humanities education. The aim of this course is to develop a clearer understanding of the contribution of humanities learning to primary, secondary, and tertiary curricula.

9613 – Curriculum Issues in Arts Education

This course critically examines arts education through an appraisal of past and current practices of curriculum development, implementation, and evaluation. Various issues will be explored including: trends in contemporary arts education; comparative and international arts education; political influence in curriculum design; and cultural diversity in the arts classroom.

9614 – Place as Curriculum

An interdisciplinary course addressing education from the perspectives of geographical and social concepts of place. Language, ecology, and culture are examined. Postmodern theories that address tensions and multiple realities of individual, communal and global identities and practices are discussed.

9619 – Oral Histories, Women's Histories

This course examines feminist theories, practices and critiques of oral history as a method for collecting, preserving and understanding women's lives and women's activism. Instruction in feminist oral history methods is provided and students participate in an oral history project on the women's movement in London from 1960 to 2000.

9620 – Responding to Art in the Classroom and Community

This course will focus on how the fundamentals of art history, art criticism, and aesthetics can be integrated with studio activities K-12. Strategies for accessing gallery and museum education will be addressed, as well as assessment and evaluation in art.

9621 – Introduction to Quantitative Research Methods

Introduction to research designs applicable to quantitative data, e.g., observation, survey, experimental, quasi-experimental, and correlational. Basic concepts in measurement,

reliability, validity, and test construction. Descriptive statistics; correlation; t-test; basic non-parametric statistics (e.g., chi-squared); analysis of variance; meta-analysis.

Selection of appropriate statistical analysis for a given research design. *Note:*

Antirequisite: An undergraduate course in quantitative research methods and statistics.

9622 – Research Design in Education

Review of basic and advanced concepts of research in education, including various designs, measurement issues, and both education-related and special-education related methodological considerations. *Note: Antirequisite: ED9546*

9625 – Critical Issues in Language and Literacy Education

Basic philosophical issues related to language acquisition, linguistic competence and literacy development together with implications of these issues for curricula in the classroom will be examined.

9627 – Critical Theory and Transformative Pedagogies

A critical exploration of the relationships among education, social justice, and equity issues, drawing together current theory in the sociology of education and interdisciplinary work in feminist, post-colonial, cultural, and queer studies. Students will also examine specific forms of transformative pedagogy in efforts to further their own praxis.

9629 – Equity and Social Justice in Education

This course introduces students to a range of equity issues in education. The aim is to provide a conceptual and analytic framework for examining gender, race, sexuality, and social class differences as they relate to pedagogy, curriculum, teaching practices, and policy issues.

9640 – Safe Schools: Emerging Research, Policy, and Practice for School Systems

The course provides a review of research and practice on maintaining safe schools. An understanding of the nature and scope of violence in schools and the emerging development of legislative, program & policy responses to school violence will be covered. The social context of violence is examined such as the impact of media violence and family violence on students.

9641 – Assessing and Evaluating Student Learning

This course has three major purposes: to clarify central questions about assessing student learning; to consider critically the advantages and disadvantages of the various testing, measurement and interpretive approaches to student assessment; and to consider the issues which arise when the focus shifts from student to school to school system to national system.

9651 – Academic Assessment

This course focuses on academic assessment of reading, writing, math and related processes. Psychometric considerations, standardized administration and interpretation of a broad band test of achievement will be taught and practiced until competency is

demonstrated. Considerations for the assessment of culturally and linguistically diverse children and youth, including Indigenous children and youth, will be addressed.

9652 – Students with Autism, Intellectual, and Developmental Disabilities

This course focuses on students with Autism, Intellectual and Developmental Disabilities. Biological and social etiologies are investigated. Theories that guide the field are reviewed and critiqued. Interventions are considered from the point of view of evidence-informed practice.

9653 – Ethical and Professional Issues in School and Applied Child Psychology

Regulatory standards, guidelines, statutes and jurisprudence are reviewed in relation to topics such as record-keeping, consent, confidentiality, competence, and professional boundaries. Students learn to develop problem-solving and decision making skills related to anticipating and preventing ethical dilemmas and resolving difficulties in professional practice.

9657 – Problems and Issues in Special Education

This required graduate course examines the current problems and issues associated with the education of children with exceptionalities. Its focus is to examine and critique the policy, practice, research and scholarship of special education including special education reform, inclusion, assessment, instruction, programming, and implementation. By developing and refining their critical analysis skills, students will be able to present defensible and reasoned perspectives about the domain.

9658 – Psycho-Educational Perspectives and Learning in the Gifted

This course will examine the fundamental conceptions of giftedness and their key elements. Against that backdrop, we will investigate issues concerning student identification, programming, and services. This course will also examine other issues surrounding gifted students, including underachievement, twice-exceptional students, and social factors.

9660 – Special Topics in Educational Psychology and Special Education

The course description will vary depending on the topic chosen, please contact the Graduate Programs Office for more information

9670 – Master's Seminar in Educational Research

This culminating course is designed for students who have opted for the course-based Master's program in Educational Studies. Students will draw together concepts from their previous courses, and apply and extend those concepts to an education topic of their choice.

9675 – Mixed Research Methods

This 36-hour half course will examine what mixed methods are, examine the critical issues involved in using mixed methods, show how different research methods can be used in combination, provide examples for such analyses, identify the problems and

advantages when using them, and provide practical guidelines for researchers when using mixed methodologies. *Note: Prerequisites: ED 9622 or ED 9678 or equivalent*

9677 – Arts Education and Arts-Based Methodologies

This course explores intersections between the arts, education, and society in diverse contexts. Students will critically examine philosophical, historical, sociological, research, and practical issues in arts education. Through written, spoken, and artistic discourse, we will consider and situate arts education as socially, politically, and culturally embedded action. Topics include arts education in school and community settings, philosophy and sociology of arts education, pedagogies of the arts, arts-based research methodologies, and arts as research.

9678 – Diverse Traditions: Approaches to Educational Research

An introduction to major approaches to researching questions pertaining to students in curriculum studies and studies in applied linguistics. Topics are designed to support students in reading, evaluating, interpreting, and conducting educational research in their own areas of interest. *Note: Antirequisite: 9201*

9679 – Curriculum, School, and Society

This course involves study of curricula from a variety of social perspectives both from within and without schools. It examines social factors that influence the curriculum and the social implications which arise from the curriculum experience of teachers and students.

9683 – Critical Pedagogy

This course is an examination of historical and contemporary conceptualizations of what it means to be “critical” in relation to the analyses of educational phenomena as concerns the construction of difference in curriculum, teaching, and learning. Investigation of the enactment and potential implications of critical pedagogy across domains and disciplines pertinent to the students in the course (e.g., bilingual language education, early childhood, mathematics education).

9685 – Independent Reading and Research (MA Educational Studies Course)

Directed readings and study of contemporary theoretical trends and issues, current research methods and findings relevant to areas of special interest not available in other course offerings.

9687 – Special Topics in Curriculum

Topics may include:

- **Culturally & Linguistically Sustaining Pedagogy**
This broadly-based course is for graduate students focusing on language and literacy, applied linguistics, and content teaching involving culturally and linguistically diverse students (CLDS) in mainstream settings. It examines links between pedagogical

approaches that reverse CLDS students' academic underachievement and plurilingualism, language loss, funds of knowledge, and notions of 'legitimacy.'

- **Contemporary Approaches to Pedagogy**
Introduction of contemporary conceptualizations of what it means to teach and learn in present time whilst examining some of the major educational shifts (e.g. meaning making, transdisciplinarity, post-humanism) illuminating the complexities involved in curriculum, teaching, and learning. Investigation of the potential implications of contemporary pedagogies across domains and disciplines pertinent to the students in the course.
- **Discourse Analysis**
Educators conduct discourse analysis for a wide range of pedagogical and research purposes, such as an investigation of students' writing development over time; analysis of language policies and practices in particular social contexts; and analysis of the connections between micro level classroom interactions, institutional and larger societal practices. As contributions of other approaches to discourse analysis will be discussed in preliminary sessions, the course will focus specifically on the close analysis of language as a resource for a social analysis of education. In seminar format, students will (1) engage in the analyses of spoken, multimodal, and written texts from different disciplines and contexts, the selection of which will be shaped by the research interests of the student; (2) discuss selected readings on Discourse Analysis and Critical Discourse Analysis methodology and key theoretical constructs; and (3) write final papers that closely situate their discourse analysis within a larger exploration of socio-historical and political factors. The course is designed to provide students with a deeper understanding and awareness of how discourse analysis can be used to raise awareness of the ways in which we construct systematic interpretations of institutional and micro level discourses in social and educational research.

9688 – Special Topics in Educational Policy Studies

The course description will vary depending on the topic chosen, please contact the Graduate Programs Office for more information

9689 – Special Topics in Equity and Social Justice

The course description will vary depending on the topic chosen, please contact the Graduate Programs Office for more information

9691 – Special Topics: Interdisciplinary

The course description will vary depending on the topic chosen, please contact the Graduate Programs Office for more information

9705 – Advanced Quantitative Research Methods

Strategies for strengthening the validity of quantitative research designs, e.g., survey, experimental, quasi-experimental, and correlational designs. Enhancing measurement and test construction elements such as reliability and validity. Review of analysis of variance. Non-parametric statistics beyond chi-squared. Multiple regression; multivariate analysis

of variance; multi-dimensional scaling; factor analysis; and cluster analysis. *Note:* *Prerequisites: 9621 Introduction to Quantitative Research Methods; or equivalent with permission of the instructor*

9706 – Program Development and Evaluation

This course focuses on the theory and practice of program design and evaluation. Topics include needs assessment, logic and/or theory of change models, process and outcome evaluation, and knowledge dissemination. Emphasis is placed on ethical, interpersonal, and equity considerations & on practical approaches to program evaluation in school and applied/clinical psychology.

9710 – Independent Reading and Research (PhD Educational Studies Course)

Directed readings and study of contemporary theoretical trends and issues, current research methods and findings relevant to areas of special interest not available in other course offerings.

9711 – Qualitative Research in Education

An investigation of key philosophical and theoretical underpinnings of qualitative research and data analysis in education. *Topics may include* the significance of case study, ethnography, narrative inquiry, grounded theory methodology, discourse analysis, interviewing, and observational techniques. *Note: Restricted to PhD students in the Faculty of Education and Prerequisites: 9678, 9622, 9201, or equivalent*

9715 – PhD Seminar

An apprenticeship to doctoral studies and academe with a mixture of methodological, theoretical, and practical content based in the fields. Learning opportunities related to research design and implementation (from conceptualizing problems to writing dissertation), dissemination (e.g., publications and presentations), and writing grant proposals. Students will reflect critically on diverse forms of research, research resources, and their roles and responsibilities as researchers as they plan their own doctoral research.

9730 – Advanced Topics in Curriculum

Advanced critical study of key concepts in curriculum studies, including in-depth analyses of historical trends and foundations of the field, current debates and advances, and contemporary issues and ground-breaking research. Students will be encouraged to locate their own program of research in relation to the field. *Note: Prerequisite 9580 Intro to Curriculum, or equivalent with the permission of the professor*

9731 – Advanced Topics in Applied Linguistics

This course focuses on the advanced study of contemporary theoretical trends and issues in the field of applied linguistics. Selected readings illustrate research methods specific to applied linguistics that are commensurate with and yield findings relevant to educational studies. Candidates are invited to delve into the theories that are most pertinent to their specific interests and research projects. *Note: Prerequisites 9581 Intro to Applied Linguistics, or equivalent, or permission of professor*

9800 – Professional Case Seminar

This seminar focuses on key topics with the associated knowledge, values, and skills necessary to develop rich foundational and functional competencies for future practice in School and Applied Child Psychology.

With respect to grading, students receive a pass or fail for their attendance and participation. *Note: 2 hour seminars, Half-course; two terms. Requirement: Must be enrolled in the PhD program in School and Applied Child Psychology.*

9801 – Social-Ecological Foundations of Development

This course focuses on social development, the nature and importance of children's and adolescents' relationships in their families, schools and communities, and the broader ecological context of development. Interventions for promoting healthy social development will be discussed. Students will learn about interprofessional collaboration with schools and community representatives.

9802 – Biological and Cognitive Foundations of Development

This course explores the interdisciplinary relationship between neuroscience, cognitive psychology, and education. Topics encompass research methods, cognitive architecture, executive functions, memory, language, literacy, numeracy, intelligence, and the biological basis of exceptionalities and disorders. It examines implications for assessment, instruction, prevention, early intervention, and psychopharmacology.

Note: this course is moving from PhD to MA. However, for 2 years students in the PhD will need to take it as they did not get it in the MA.

9803 – Child Psychopathology

This course focuses on the etiology, determinants, risk/protective factors, and conceptual frameworks associated with the development of child psychopathology. An overview of childhood disorders, differential diagnosis, associated characteristics, possible causes, and current research will be presented and addressed. Students will utilize diagnostic criteria to develop formulations, differentiating childhood disorders and identifying co-occurring conditions.

9804 – Advanced Statistics and Research

This course provides instruction in advanced methods in regression and multiple regression, as well as instruction in advanced analysis of variance techniques, general linear models, analysis of categorical data, use of non-parametric statistics, and structural equation modeling.

9806 – Psychology in the Schools

Students with exceptionalities are identified in the broad areas of physical, behavioural, communication, and intellectual. Exceptionalities will be examined with respect to characteristics (i.e., DSM-V) and the identification process (i.e., IPRC, IEPs). An asset-based approach and strategies for inclusive education are emphasized.

9808 – Interprofessional Collaboration, Consultation, & Supervision

This course addresses varied models and strategies of collaboration, consultation, and supervision including developmental, trauma-informed, and multicultural supervision models. Supervision strategies include contracting, goal setting, evaluation/feedback, and interpersonal process. Using practical examples of collaboration, consultation, and supervision, theory and practice will be integrated to support future independent practice.

9809 – Cognitive Assessment

This course focuses on assessment of intelligence, memory, and executive functioning in children and adolescents. Topics include diagnostic criteria for learning and intellectual disabilities, historical and current contexts, and assessment considerations for youth with varied cultural, linguistic, and experiential backgrounds. Students will demonstrate competency in standardized administration and interpretation of an intelligence test.

9810 – Comprehensive Psychological Assessment with Children and Adolescents

This course considers comprehensive psychological assessment of children and adolescents. Establishing the reason for referral and assessment questions, collecting, interpreting and integrating data from a variety of sources, case formulation, communication of diagnosis, report writing, and feedback are covered. Emphasis is placed on evidence-based practice and assessment in the context of diversity.

9811 – Academic Interventions

This course focuses on evidence-based academic intervention for reading, writing, math, and organizational difficulties in children and adolescents. Contemporary developmental models will relate interventions to exceptionalities and assessment. Students will critically review research to select and optimize interventions. Accommodations, modifications, and frameworks for delivery are reviewed within the Ontario context.

9813 – Clinical Intervention with Children and Adolescents

This course focuses on clinical intervention for common social, emotional, and behavioural difficulties in children and adolescents. Evidence-based interventions for internalizing and externalizing disorders in children and adolescents will be covered. Interpersonal and therapeutic skills will be practiced through hands-on exercises throughout the course. Indigenous perspectives on healing will be considered.

9818 – Special Topics: The Impact of Family, School, and Community Violence on Children and Youth

Many children and youth are exposed to significant levels of violence in their families, schools, and communities. This class will outline the impact of such violence on children and youth in a developmental framework as well as emerging policy and legislative changes to address these issues. Effective prevention and early identification approaches will be outlined. The role of the school psychologist will be highlighted.