The Faculty of Education has unanticipated Limited-Duties (Part-Time) appointments to teach the following courses during the Fall/Winter period (September 1, 2013 to April 30, 2014):

**RESEARCH INTENSIVE PROGRAMS:**

**Fall (September 9, 2013 – December 6, 2013) (ON CAMPUS):**
*Note: A – fall term*

- GRADEDUC 9629A  
  Equity & Social Justice in Education

**Fall (September 9, 2013 – December 6, 2013) (ONLINE):**
*Note: A – fall term*

- GRADEDUC 9610A  
  Teachers and Students as Artists
- GRADEDUC 9626A  
  Gender Theories in Education: Implications for Policy, Pedagogy & Practice
- GRADEDUC 9651A  
  Assessment and Evaluation in Regular and Special Education
- GRADEDUC 9691A  
  Special Topics Interdisciplinary: Master’s Seminar  
  *Position Filled*

**Winter (January 6, 2014 – April 4, 2014) (ON CAMPUS):**
*Note: B – winter term*

- GRADEDUC 9514B  
  Comparative & International Education
- GRADEDUC 9711B  
  Qualitative Research in Education

**Winter (January 6, 2014 – April 4, 2014) (ONLINE):**
*Note: B – winter term*

- GRADEDUC 9577B  
  Action Research: Teachers as Researchers  
  *Course Cancelled*

**PROFESSIONAL PROGRAMS:**

**Fall (September 9, 2013 – December 6, 2013) (ONLINE):**
*Note: A – fall term*

- GRADEDUC 9660A  
  Special Topics in Educational Psychology & Special Education: Basic Behavior Principles  
  (2 positions)
- GRADEDUC 9687A  
  Special Topics in Curriculum: Inclusive and International Mathematics
- GRADEDUC 9688A  
  Special Topics in Educational Policy Studies: Leading Schools  
  *Position Filled*

**Winter (January 6, 2014 – April 4, 2014) (ONLINE):**
*Note: B – winter term*

- GRADEDUC 9660B  
  Special Topics in Educational Psychology & Special Education: Laboratory of Practice in Applied Behavior Analysis
- GRADEDUC 9688B  
  Special Topics in Educational Policy Studies: Approaches to Research
Preference will be given to candidates who hold the following qualifications:

- **For Equity & Social Justice in Education:** a PhD with a background in Equity studies in Education and a specific knowledge and understanding of anti-racist education and theories, anti-homophobic education and more broadly anti-oppressive education. An understanding of critical theories, gender theories, queer theories and theories about race, class and disability and their application to studying equity and social justice issues in education is essential;
- **For Teachers and Students as Artists:** a PhD or equivalent in Art Education or equivalent, have relevant publications and demonstrated record of performance in teaching at the graduate level;
- **For Gender Theories in Education: Implications for Policy, Pedagogy and Practice:** a PhD and a background in gender theories in Education. Specific focus on feminist queer and transgender perspectives and their relevance for informing a deep understanding of gender justice and gender equity with regards to informing policy and practice are essential. A background in school based research into the politics of gender relations, expression, embodiment and identities in schools is important;
- **For Assessment and Evaluation in Regular and Special Education:** a PhD in Education or School Psychology; must have knowledge of the IEP/IPRC process in the schools; experience with psycho-educational assessment in inclusive and/or special education settings; experience with delivery of online courses is preferable; must have strong understanding of assessment psychometrics;
- **For Special Topics Interdisciplinary: Master’s Seminar:** a PhD or equivalent in Education, must be experienced researchers;
- **For Comparative & International Education:** a PhD in Education or in an area relevant to the course content;
- **For Qualitative Research in Education:** a PhD and background in the epistemological underpinnings of qualitative approaches to conducting educational research, have experience in conducting qualitative inquiry as part of their doctoral research and a sound understanding and knowledge of fieldwork, observational analysis, ethnography, case student, grounded theory and narrative inquiry. Attention to epistemological and ontological concerns and how they inform thinking about qualitative research methodologies and analysis of data are essential;
- **For Action Research: Teachers as Researchers:** a Doctorate in Education;
- **For Special Topics in Curriculum: Inclusive and International Mathematics:** an EdD or PhD with either classroom-based mathematics education research experience or with leadership experience in mathematics education;
- **For all Special Topics in Educational Policy Studies:** a PhD or EdD in Educational Administration and/or Leadership. Desirable additional qualifications would include publications, research grants or other demonstrable expertise in the course content concerned, leadership experience in schools, school systems or post-secondary education, documented success teaching at the graduate level;
- **For all courses in Special Topics in Educational Psychology & Special Education:** a PhD in Applied Behavior Analysis or Psychology, preference will be given to candidates who also hold certification with the Behavior Analyst Certification Board in the United States of America at a minimum of the Master’s level. Where course content relates to medical management of conditions, a medical degree is a necessity. Experience teaching in the area of Applied Behavior Analysis and experience in applying the principles of Applied Behavior Analysis or in treating individuals with developmental disabilities, anxiety, mood or disruptive behavior disorders is a strong asset;
- **For online positions, knowledge of computer technology is essential.** This teaching assignment requires high speed internet access, a computer that is capable of running a recent version of Internet Explorer or Firefox for PC or Mac, and a webcam.
- **For all positions, relevant publications and teaching experience at the graduate level is an asset**

The calendar description of courses offered in the Graduate Programs is available at: [http://www.edu.uwo.ca/programs/graduate-education/course_descriptions.html](http://www.edu.uwo.ca/programs/graduate-education/course_descriptions.html)

More information on the Faculty is available at [http://www.edu.uwo.ca](http://www.edu.uwo.ca).

Please note offerings could be assigned to the workload of full-time faculty, to part-time faculty with seniority or preference rights, in accordance with the Collective Agreement, or left unfilled based on operational/enrolment requirements.

In accordance with the Faculty Collective Agreement, consideration of applicants will include an assessment of previous performance, experience, and qualifications, including qualifications which go beyond the requirements for the position.
Candidates must be willing to undertake training as required by the Employer including, but not limited to, training in respect of health and safety, harassment and discrimination, and legislated service standards.

Candidates must apply using the application form available at [http://www.uwo.ca/facultyrelations/pdf/forms/limited-duties-app.pdf](http://www.uwo.ca/facultyrelations/pdf/forms/limited-duties-app.pdf) or from the Office of the Dean, Faculty of Education, Room 1003. In addition to the application form, candidates should submit a curriculum vitae and evidence of successful teaching, together with the names and contact information of qualified individuals who could be contacted about their teaching experience and ability, to:

Dr. Vicki Schwean, Dean  
c/o Ms. Vangie Castillo  
Faculty of Education  
The University of Western Ontario  
1137 Western Road  
London, ON  N6G 1G7

E-mail: deaned@uwo.ca  
Tel: (519) 661-2111 ext. 88653  
FAX: (519) 850-2377

Consideration of applications will commence on July 12, 2013 and continue until the positions are filled. Candidates are encouraged to apply as early as possible.

All positions are subject to budgetary approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and Permanent Residents will be given priority. The University of Western Ontario is committed to employment equity, and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people, and persons with disabilities.

Note: Recent Western graduates who are foreign nationals may be eligible to work on campus. Please refer to the Citizenship and Immigration Canada website under Post-Graduation Employment at [http://www.cic.gc.ca/english/study/index.asp](http://www.cic.gc.ca/english/study/index.asp).