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Welcome to the Department of Adult Education and Counselling Psychology. Our department offers a variety of graduate courses and specializations within the fields of Adult Education and Counselling Psychology. With over 20 full-time faculty members, we represent a diverse community of scholars and researchers.

The Adult Education areas of specialization include Community, International, and Transformative Learning; Learning and Teaching; and Workplace Learning and Change. Counselling Psychology areas of specialization include Counselling Psychology for Psychology Specialists; Counselling Psychology for Community and Educational Settings; and Guidance and Counselling.

The department faculty are also involved in interdepartmental programs in Aboriginal Education and a number of university-wide collaborative graduate degree programs including Addiction Studies; Aging and the Life Course; Community Development; Comparative, International, and Development Education; Environmental Studies; the Graduate Collaborative Program in Women’s Studies and the Collaborative Program in Addictions Studies. The department is also home to the Transformative Learning Centre, the Centre for Arts-Informed Research, and the Indigenous Education Network and is responsible for Business Education and Technological Studies within the Teacher Education Program.
RESOURCES

ADVISORS

Every student is assigned a faculty advisor. Make yourself known to your advisor who will come in handy when signatures, academic advice and general friendly help are needed. Advice from faculty is available on a variety of subjects: courses, selection of thesis topic, proposal planning, research projects, reading courses, doctoral Comprehensive, and so forth. Note: appointments are required; please arrange them in person, by phone, or email directly with the faculty member you want to see. Students can change advisors at any time within the department, if one seems more suitable. Talk with another faculty member to see whether he/she would be willing to be your advisor and then notify the Graduate Studies Coordinator, Susan Hall, in writing. Alternatively, you may request for another advisor in writing to Susan, who will then assign someone to you. Susan will take care of the necessary paperwork to Graduate Studies. Students should feel free to seek advice from any faculty member, staff member, or student colleague, regardless of formal advisor status.

WEB SITE

The department has an extensive web site (www.oise.utoronto.ca/depts/aecdcp/). On it you will find current events listings and news, general information, faculty bios and course listings as well as downloadable forms for students.

ANNOUNCEMENTS

Regular announcements are posted on bulletin boards around the elevators. Keep up with current news of course changes, dept. events, meetings, etc. All announcements pertaining to Graduate Studies matters (Awards, Bursaries, etc) will be posted on the boards specifically indicated for Graduate Studies. Check these boards regularly for deadlines. Upcoming events, deadlines, funding opportunities, and student services information are regularly sent to your OISE/UT email address. The departmental web site also has current information posted on the News page.

APPEALS

The procedures to be followed in pursuing an appeal or grievance relevant to the Graduate Studies function are available in the Registrar’s Office. Please see the Graduate Studies Coordinator, Susan Hall, or the department Chair, Dr. Marilyn Laiken, first to see if the problem can be resolved at the department level. Issues such as grade appeals, harassment, special needs, confidential information, and pay equity concerns are usually handled by the department Chair and the appropriate staff in the Dean’s Office.

AUDIO-VISUAL EQUIPMENT

Equipment such as cassette recorders, TVs, VCRs, overhead and data projectors may be borrowed on a time-limited basis from Media Services (3rd floor). The Education Commons reservation web page is http://www.oise.utoronto.ca/ec/multimedia/book_internal.php If it is for a departmental activity and there are any charges, you will need the authorization of the Business Officer, Amelia Nanni. Outside and/or personal activities are charged directly to the user.

COFFEE, TEA, FOOD

There is a take-out facility on the ground floor. A small kitchen area is located north of the washroom area where a fridge, microwave and kettle are available for student use. We ask that you keep things
tidy and don’t allow food to go moldy in the fridge. A set of dishes and cutlery is also available in the kitchen that can be used for larger groups (i.e. class parties or meetings). The cabinets are always locked; you can borrow the keys from Amelia Nanni. We are all responsible for keeping the kitchen, Centre Lounge Area and South Peace Lounge clean and inviting.

COMPUTER ACCESS

The Education Commons provides computer labs on the 3rd floor. Students have access to the labs when the building is open (usually 24 hours). Schedules are posted on the doors of the labs indicating their availability. Also, check out the wide range of computer classes offered by Education Commons.

If you’re looking for something smaller and cozier, take advantage of the department computer room located in room 7-250. The computer room is self-maintaining and is the result of the successful collaboration between the department, the Education Commons and SOS. Access to the computer room is for registered AECP students only. In order to use the computer room after hours, you need a key – see Amelia. Generally, there are enough computers in the lab for everyone who needs one. You may be asked to move to another computer station by a colleague if the computer you are using has certain software or hardware that she or he needs. The complete policy is available in the computer room.

In this room you have access to the latest software, high-end computers, a scanner, and of course printing. The room contains computers from both MAC and PC platforms. Computers are much more than a tool to write a paper, check your email or surf the web. There is also the opportunity to do your research on the computers. For example, if you have observational data for your thesis you could actually edit or code right on the MAC video editing computer. Are you doing sophisticated statistical analyses? Well, the software is available for you on both platforms. Bring your own disks as no hard-drive storage is permitted. You do have 100 MB storage on your F drive, but it is best to make back-ups on floppies, zip discs or CDs. (Note: not all computers accept each storage medium).

The toner for the computer room printers is paid for by SOS; that is, a portion of your money that finds its way to the SOS is used to pay for the toner. Therefore, to print school related documents, all you need to do is supply the paper. We ask that you not print multiple copies of documents as there are numerous low-cost photocopy places around OISE/UT. If one of the printers is out of toner, try the other printer and let SOS know that we are out of toner and on which printer.

EMAIL

All OISE/UT students receive an email account after they have been accepted to the program. That means, unless there are some special circumstances regarding your admission, you already have an OISE (@oise.utoronto.ca) email account. Please see the Education Commons website (www.oise.utoronto.ca/ec/) for information on how to retrieve your email and how the OISE/UT First Class email system works. Or, visit the Education Commons on the third floor. There are several printouts available for help on specific topics, for example, how to connect to email from home. As well, there is an Advice Desk located in the computer labs which is open from Monday to Saturday.

It is important that you check your OISE/UT email, or have it re-directed to another email account, as this is the main communication system within OISE/UT outside of the departmental websites.

COMPUTER HELP

The Client Care Portal is the Education Commons central point of contact for technical support for the OISE/UT community. It is comprised of the Help Desk and Call Centre. If you:

- are experiencing problems with printing or network access
• need help using a piece of software
• are having problems accessing your email or the Internet from home
• have a question about computing technology
• have a computer that needs to be repaired

phone our Call Centre (416-923-6641 x2232)
Or by e-mail: portal@oise.utoronto.ca

And for in-person assistance, visit the Help Desk (located on the 3rd floor of the main OISE/UT building at 252 Bloor Street West, inside the EC Computer Labs, room 3-320).

The Education Commons also provides training in many software packages. There is a booklet available from them called “Computer Skills Workshop Series” which lists all workshops and costs.

COUNSELLING AND PSYCHOEDUCATIONAL CLINIC

The Counselling and Psychoeducational Clinic is a teaching facility supporting the graduate training program of the Institute. The Clinic provides practicum and internship training opportunities for OISE/UT Counselling Psychology graduate students to work with adolescents and adults. Clinical work may involve psychological and educational assessment, psychotherapy and counselling. Such work is directly related to specific classes or internship requirements and is under the close supervision of OISE/UT faculty who are registered psychologists in Ontario. The Clinic accepts referrals for counselling and/or assessment from September until April. It also provides a setting and a framework for research of a psychotherapeutic nature. As well, the Clinic houses a psychological test library. These tests are available for short-term loan to OISE/UT graduate students under the supervision of appropriate OISE/UT faculty.

The Clinic Co-Directors are Dr. Judith A. Silver for the Counselling Psychology program (Office 7-294) and Dr. Nancy Link for the Human Development and Applied Psychology (HDAP) program (Office 7-292) The Clinic Secretary is Beulah Worrell (Office 7-296).

DEPARTMENT ADMINISTRATION

Marilyn Laiken is the Chair of the department. (email: mlaiken@oise.utoronto.ca) Room 7-212, ext. 2346

Niva Piran is the Associate Chair of the department. (email: npiran@oise.utoronto.ca) Room 7-225, ext. 2339

Amelia Nanni is the department’s Business Officer. She oversees the department finances and day-to-day operations such as student keys. See her on any and all problems - within reason! Amelia is in the office Monday through Friday (Room 7-196 ext. 2379, email: ananni@oise.utoronto.ca).

Susan Hall is the Graduate Studies Coordinator. She oversees the department’s graduate studies matters and day-to-day dealings with students such as Scholarships, Faculty Advisors, GAs, etc. Should you need any help, please do not hesitate to see Susan who is in the office Monday through Friday (Room 7-195, ext. 2552, email: shall@oise.utoronto.ca).

Julie Fung is one of the Administrative Support to the department. Monday to Friday (Room 7-197, ext. 2590, email: juliefung@oise.utoronto.ca)

Sylvia Macrae is the CIDEC Financial and Program Administrator. Monday to Friday (Room 7-107, ext 2609, email: smacrae@oise.utoronto.ca)
Todd Will is one of the Administrative Support to the department. Monday to Friday (Room 7-198, ext. 2342, email: toddwill@oise.utoronto.ca)

Beulah Worrell is the Administrative Support to the Counselling and Psychoeducational Clinic. Monday to Friday (Room 7-296, ext. 2585, email: bworrell@oise.utoronto.ca)

DEPARTMENT SECURITY/KEYS

Located in a public building, OISE/UT is very susceptible to thefts. Please foil thieves by making sure that wallets and purses are not left unattended. Do not admit people you do not know through the locked doors; thieves are very good at looking like they belong here. If someone wants access, please refer him or her to the security desk on the ground floor.

The department doors are open from 8:30 am to 5:30 p.m., Monday to Friday. At all other times the main doors to the department must be kept locked. Instructors for classes being held within the department after hours will admit you a few minutes before the class starts, but will not leave the door unlocked.

Keys are available to all students wishing to use the department after hours. There is a deposit of $10 required. See Amelia Nanni, the Business Officer. If you lose your key, another $10 is needed to get a second one. If you intend to work late in the department, you may borrow a walkie-talkie from Security for the duration of your stay. The Emergency Phone Number is 4700 from any internal phones.

If you forget your keys, Security is not permitted to give you access to the department so that you can work. They may admit you only to retrieve something, but you will be accompanied to and from your office space.

LOCKERS and OFFICE SPACE

If you are interested in having either a locker or office space, please fill out the Space Allocation Form (available on the door of the SOS office and the departmental web site in the ‘Resources for Students’ section). Allocation is done by the Space Committee in mid-September, revisited mid-January and mid-May; allocations are posted on the Communication Wall. Locker users, please bring your own lock and clear your locker when you leave the department at the end of the term and when you graduate. Office users, please see Amelia for a key. Please return it when you graduate or are no longer using the office and to claim your $10.00 deposit.

PLEASE NOTE: The Space Committee attempts to allocate office space and lockers as fairly as possible. These spaces are extremely limited, so please inform the Space Committee if you no longer need or use the space.

ENVIRONMENTAL POLICY: GUIDELINES FOR A GREEN DEPARTMENT

All departmental meetings, socials or events where food and beverages are served will use china plates, non-disposable cutlery and cups available in the department. When ordering from caterers, our “no waste policy” should be mentioned and the catering staff should be requested not to send up paper cups, or plastic dishes and cutlery.

2. Disposable cups and styrofoam are not welcome. Do not bring them to your classes. China mugs, plates, glasses and cutlery are available from the department’s kitchen. Bring a mug from home - keep it on your desk, in your locker or attached to your backpack.

3. All photocopied course readings should be double-sided to the greatest extent possible. The use of non-bleached recycled paper is also encouraged.
4. Students can hand in assignments on paper that has already been used on one side. Eliminating the use of plastic covers or heavy paper covers is also encouraged. Professors and Sessional Instructors are encouraged to inform students of the department’s aim to reduce waste. Both written and verbal support of this policy is needed; include it on your course outlines and promote it in class.

5. After the first copy, the thesis can now be printed on both sides.

6. All faculty, students and staff are encouraged to support and join the Greening of OISE/UT group. Greening of OISE initiatives include: selling plastic and china mugs, educating/advocating for waste reduction, presenting popular theatre pieces, and ‘naturalizing’ the parkette next to the OISE/UT building.

7. Cherish our lived environment. The lounge, kitchen, reading area and student space is a space for all. It is for everyone to use and appreciate. Please respect this space by keeping clutter to a minimum and keeping the area clean.

8. Put this policy into practice! Be conscious and aware of the decisions you make, and the impact that you have on the environment. Staff and students are encouraged to walk, bike and use public transport in order to reduce car emissions and smog.

ETHICAL REVIEW OF STUDENT RESEARCH

University-level review and approval of all graduate student research involving human subjects is a requirement of the Federal Research Councils for all Canadian universities. Guidelines for this process are provided below.

Please note that all theses, Major Research Papers (MRP), and class research projects involving human subjects must receive approval from the Education Research Ethics Board (Education REB).

Research has been defined as activities “which involve a systematic investigation to establish facts, principles or generalizable knowledge.”(Tri-Council Policy Statement, Ethical Conduct for Research Involving Humans, 1998, page 1.1)

No process for data collection including recruitment, advertising, or scheduling of appointments can occur before receiving the final approval from the Education REB.

General information on the ethical review process can be found at: www.research.utoronto.ca/ethics/eh_faq.html

Dates to Remember

The ethical review process time frame varies depending on the complexity of the research project.

For EXPEDITED reviews only, the application deadline is every Monday by 5:00 pm at the Ethics Review Office. The dates for NON-EXPEDITED reviews can be found on the Ethics Review Board outside the student computer lab, or visit: http://www.research.utoronto.ca/ethics/eh_how_edu.html

The Steps to be Taken

The ethics forms are available on-line and can be downloaded from:
http://www.research.utoronto.ca/ethics/eh_forms.html.
The three forms that must be filled out are the:

1. Ethics Review Application Cover Sheet,
2. Ethics Review Protocol Form
3. Statement of Intent and Department Coordinator’s Checklist

Also, email Todd Will, toddwill@oise.utoronto.ca for an AECP checklist to complement the Protocol Form provided by the Ethics Office. This will ensure you have thoroughly completed everything required by both the Education REB and the AECP department.

**The Research Supervisor is the very first stage in processing the ethical review process.** In preparing the materials, work closely with your research thesis supervisor and coordinate the submission process with your research thesis supervisor. Your Research Thesis Supervisor is ultimately responsible to assist you in the ethics review process. Submit a copy of the completed and signed forms, including all appendices, to Todd Will, AECP, in office 7-200 at least a week before the deadline.

Your submission will be reviewed by Todd Will for standard errors and missing information, not for issues of methodology, and returned to you, if necessary, prior to submission to the Education REB. A one week advance departmental deadline is placed for non-expedited reviews in particular to accommodate this review process; expedited reviews can be review within a few days. Todd can explain what portions of the ethics review are incomplete, however the student’s Research Supervisor executes a more thorough overall review.

When your application is cleared by the AECP department, additional copies will be required for submission to the Education REB. For **EXPEDITED** reviews, 2 copies must be submitted and for **NON-EXPEDITED** reviews, 13 copies are required for committee members to review. Students are responsible for making these photocopies and sending them to the Ethics Office. Campus mail takes 3 or 4 days, or the student may walk the review over to:

Bridgette Murphy  
Simcoe Hall, Rm 10A  
Ethical Review Unit  
Research Services  
27 King’s College Circle  
University of Toronto  
Toronto, ON M5S 1A1

You will then be notified directly by the Education REB about the decisions of the committee regarding your application. In addition, your thesis supervisor will be notified about the Board’s decision. **After your approval date has been given, remember your study is approved for one year. If you wish to continue your research past the one year date you must re-submit your ethics application.**

Once approved, you are required to provide a copy of the approval form to Susan Hall, 7-198, fax: 416-926-4749, for the department records.

**Helpful Hints**

- Once the ethics review leaves the AECP department we do not have authority over the approval process. Please contact the ethics office or Bridgette Murphy at 416-946-5606 or bridgette.murphy@utoronto.ca.
• Ask Todd Will at toddwill@oise.utoronto.ca to email you a checklist to aid you in creating a completed review. Complete everything in the checklist to prevent delays.
• Pay attention to all dates, especially for non-expedited reviews
• Answer all the questions on the forms
• Attach all the relevant appendices, such as interview questions, the consent form, or copies of survey instruments
• Make sure the forms are typed and signed by your supervisor or they will not be accepted
• For a thorough explanation of the process, go to www.research.utoronto.ca/ethics/index.html
• Make sure you have the most current forms and instructions

Please note, the department does not have the resources to make copies, email or fax forms. Students must download their own forms by visiting the appropriate website.

REGISTRAR’S OFFICE FORMS and GUIDELINES CABINET

Forms are available at the OISE Registrar’s Office website at: http://ro.oise.utoronto.ca/GradReg_ReqForms.htm

Other OISE/UT general forms such as expense claims, printing and mailing forms are found in the file cabinet outside 7-195. When the forms are running low, please Amelia Nanni for replacements.

Please always keep a personal copy of all forms you fill in, in case it goes missing or is lost.

FUNDS

If you’re having financial worries, don’t suffer in silence. Let your Faculty Advisor, departmental Graduate Studies Coordinator, department Business Officer, or SOS know. They may not always be able to help, but at least they’ll try to assist you explore possibilities.

Scholarship/Assistantship and Bursary information is contained in the Bulletin. Additional assistance can be obtained from Margaret Brennan, Financial Awards officer, who is located in the Student Services office, 8th floor. The reference section of the library has additional information on financial awards in Canada and the USA. Travel Grant forms are available from the Dean’s Office - 12th Floor.

COURSE OUTLINE INFORMATION

There are three binders in the Administrative Staff office area (7-199) which contain detailed information on courses. The course outlines are numerically arranged: 1100s to 3100s for Adult Education and 1200s to 3200s for Counselling Psychology and 1400s for Combined courses. (Note: not all course outlines are in the binder; you may have to check directly with the instructor).

INTEREST GROUPS

Some people have formed groups to share interests in specific areas of Adult Education and Counselling Psychology, for example the Greening of OISE/UT and the Indigenous Education Network. Watch for information or notices on the bulletin boards.

THE GREENING OF OISE/UT group is committed to a healthy and sustainable environment. Please feel welcome to share your ideas and develop fun strategies (such as mural-painting and popular education) to promote environmental awareness and healthy lifestyles. The group can be contacted via: The Transformative Learning Centre, Tel: (416) 923-6641, Fax: (416) 926-4749 or through the web site at http://tlc.oise.utoronto.ca
LETTERHEAD

OISE/UT letterhead must not be used without permission. It can be used for department-related projects only. Please see the Business Officer or the Chairperson of the department after your Thesis Supervisor has approved the content of the letter.

OISE/UT LIBRARY

The RWB Jackson Library houses Canada’s premier education collection. In addition, access to Robarts Library and a variety of other services are available to OISE/UT students. Check with the Library Reference Desk, Ground Floor, for assistance. Orientation to Library facilities and services occurs in September of every year.

MAIL

Student mail is filed alphabetically in a mailbox outside the seminar room 7-162. Please remember to check your mail. The SOS office clears the student mailboxes at advised intervals.

Each faculty (regular, cross-appointed, extra-mural, Professor emeriti, visiting) and staff member has a mail slot in the mailbox in Room 7-210. It is suggested that you place mail in the mailboxes rather than on desks or under doors. An after hours drop box for submitting papers to faculty and staff is located next to the washroom/stairwell entrance.

MEETING ROOMS

Two department seminar rooms (room numbers 7-162 and 7-216) are available for use by members of the department. They are busy rooms and must be booked in advance through the day planner reservation books in the administrative staff area. Please keep tables and chairs arranged and do not remove them from the room. For rooms outside the department, please check the Space Management webpage at http://www.osm.utoronto.ca or call Rose Stina, 978-5581. The form required by space management needs the signature of the Business Officer, Amelia Nanni, or Chairperson, for OISE/UT related events only. Class rooms are booked only by Susan Hall.

For special occasions, the Dean’s Conference room (12-199) on the 12th floor may be booked through dorooms@oise.utoronto.ca

PHOTOCOPYING FACILITIES

The department photocopiers are available for student use on a cost-recovery basis. To use these machines, please see Amelia Nanni for an account number. The cost is 15 cents per page, and the machines are available Monday to Friday from 8:30 am to 6:00 p.m.

There are photocopying machines in the Library (coin/vendacard operated). Several printing shops in the area (around Bloor Street) charge roughly between 3 and 10¢/page based on quality and quantity required.

RECORDS AND GRADUATE STUDIES

Susan Hall handles all our Academic Records and Graduate Studies matters. (Course schedules, admissions, bulletin submissions, OGS/SSHRC applications, graduate assistantships, graduate student forms, etc.)

All forms are available at the Registrar’s Office, 4th Floor, or online at: http://ro.oise.utoronto.ca/GradReg_ReqForms.htm.
PEACE LOUNGE AND CENTRE LOUNGE AREA

The Peace Lounge and the Centre Lounge Area belong to all members of our community. You can use them to - have your lunch, put your feet up, socialize - but please do your part to keep the areas clean. If you re-arrange the furniture, please return it to its original arrangement.

SPEAKER / COLLOQUIUM / FILM SERIES

The department holds a variety of engaging film and speaker events throughout the year and everyone is urged to attend. The event schedule is posted on the department website. The department does not mail or fax the schedule to anyone.

STUDENT ASSOCIATION (SOS)

Students on Seven (SOS) is the official Departmental Student Association of AECP, representing the interests of our students. There is an executive consisting of chair(s), secretary, treasurer and GSA (Graduate Student Association) representatives. Notices of meetings, minutes, and events are posted on the Communication Wall near room 7-158, which is the SOS office. To make sure you are notified of upcoming events, and items of particular interest to students, register on the SOS listserv by going to http://listserv.oise.utoronto.ca/mailman/listinfo/aecpstudents and submitting your preferred email address. Inquires about student issues can be emailed to soseven@oise.utoronto.ca. Alternatively, you can reach SOS by telephone at 416-923-6641 x2559, or just drop by at room 7-158.

SOS plays an important role in the department. It assists with student orientation, provides mentorship and guidance for new students (and especially those from afar), hosts potlucks and retreats, provides a voice for students at both the departmental and faculty-wide levels, works with Greening of OISE/UT, allocates student space (lockers, offices), and actively participates in creating the community that is the Adult Education and Counselling Psychology department.

Have an idea to improve student life? Do you see something that could be changed to create a better environment here on the 7th floor? Have an inspiration for a fun event, or an opportunity for involvement in the wider community? Get involved in the student life of the department! Join the executive, attend events, take advantage of services, come to the SOS meetings and provide support to each other. Being active in SOS means that you can have a direct influence on student life and experiences in both the department, and throughout OISE. Visit the SOS website at http://www.oise.utoronto.ca/depts/aecdcp/sos/.

STUDENT TELEPHONE

There is a telephone allocated for student use for outgoing calls at the mid-Southeast end of the department opposite 7-112. Dial 9 to get an outside line - then dial your number. Long distance calls cannot be made on department phones. Please keep your calls brief. Administrative staff will not answer the student phone or take messages for students unless there is an emergency.

An OISE/UT Internal telephone directory is on the OISE/UT website under ‘faculty’. The Toronto white and yellow pages are near the phone. Please treat them gently and leave them in the phone area.

THESES

Copies of theses are in the OISE/UT Library (2nd Floor).
VISITORS

Academic visitors to the department are an exceptional resource. We try to arrange a seminar or special event so that interested people can meet and talk with them. Visit the department ‘News’ webpage to upcoming events.

PROGRAMS AND OTHER FEATURES

There are two distinct programs in the department: The Adult Education and Community Development Program and the Counselling Psychology Program.

COURSE NUMBERING AND LEVELS

All course numbers begin with AEC as the prefix. Those with 11 and 31 are in Adult Education; 12 and 32 are in Counselling Psychology. While it is generally true that 11/12 courses are Masters level courses and 31/32 courses are doctoral level courses, this is not always the case. It is not uncommon for there to be a mix of master’s and doctoral students in a course. Depending upon the academic and experiential background of a particular student some 11/12 courses on a particular topic may be suitable for a doctoral student and some 31/32 level courses may be suitable for a master’s student. However, some 31/32 level courses are specifically designed to build upon 11/12 level courses, and students should not enrol in these unless they have taken the more basic courses, or gained the equivalent knowledge in some other fashion. We also have a new set of numbers which are in the 1400 range. These are courses developed for BOTH programs in the department. It you have any questions regarding a particular course, it is best to consult the instructor.

PROCEDURE FOR REGISTERING IN A COURSE WHICH IS DECLARED “FULL” BY THE REGISTRAR’S OFFICE

Many of our courses are very popular, and, as graduate seminars, are often limited in the number of students they will accommodate. Therefore, you may not be able to register in the course of your choice the first time you try. If you should encounter this problem, you should contact the course instructor who may keep a waiting list. Then attend the first class of the course in which you are interested. At that time you will be informed by the instructor of the priority system being used for admitting unregistered students to the course.

Before you decide to attend a first class of any course, please check the course requirements as listed in the OISE/UT calendar. These will need to be satisfied, or waived by instructor, in order for you to register. Priority may be given to certain students, based on considerations determined by the program or department. It is helpful for you to bring along a course Add/Drop form (available from the Registrar’s office, 4th floor, or on their website), in case you are able to register for the course after the first class.

If you are formally registered in a course, but cannot attend the first class, be sure to inform the instructor so that any accommodations can be negotiated.

COUNSELLING PSYCHOLOGY PROGRAM

The guidelines for this program can be downloaded from the departmental web site at http://www.oise.utoronto.ca/depts/aecdcp/cp.html. The guidelines outline the expectations and courses for each of the Counselling Psychology Specializations. J. Roy Gillis is the Counselling Psychology Coordinator for the academic year 2006 - 2007.
COUNSELLING PSYCHOLOGY PRACTICA AND INTERNSHIPS

All students in the Counselling Psychology program are required to complete practicum and/or internship placement(s). Contact Judy Silver (ext. 2569, room 7-297), who is the Coordinator of Counselling and Internship Services for the department, as soon as possible after you are accepted into your program. Also see http://www.oise.utoronto.ca/depts/aecp/cp/intern.html

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

The Adult Education and Community Development Program offers four degrees: M.Ed., M.A., Ed.D, and Ph.D. Also available are a Certificate and a Diploma in Adult Training and Development. With the exception of the Ph.D, which is a full-time degree, students may pursue their studies on either a part-time or full-time basis but must fulfill the residency requirements of the particular degree program.

DEGREE PROGRAMS

The M.Ed. is a non-thesis degree. Students are required to:

a) complete ten half-courses, usually at the 1000-level, including at least five half-courses from Adult Education and Community Development (1100’s)

b) complete course AEC1100H, Outline of Adult Education

c) complete a research methods course

d) complete an optional Comprehensive requirement (see Appendix I and II)

The M.A. is a research-based degree which includes the writing of a masters thesis. MA students are required to:

a) complete eight half-courses, usually at the 1000 level, including at least four half-courses from Adult Education and Community Development (1100’s)

b) complete course AEC1100H, Outline of Adult Education

c) complete course AEC1183H, Master’s Thesis Seminar

d) complete a research methods course; exposure to both qualitative and quantitative approaches is recommended

Note: For students lacking even an elementary background in statistics, and particularly those who will be doing either a thesis or a major research paper, it is recommended that they take course AEC1400F, Understanding Quantitative Data: Implications for Adult Learning and Community Development.

The Ph.D. is offered as both a full and flexible-time degree program. PhD students are required to:

a) take six half courses, including at least four half-courses in Adult Education and Community Development (3100’s)

b) take as a cohort, the AEC3102 (the thesis seminar) in the first semester of their program

c) take at least one specialized research methods course

d) complete a Comprehensive requirement (normally, the literature review for the thesis)

e) complete the Annual Doctoral Report every December while in the program

f) write a thesis

Note: Doctoral students are urged to begin the thesis work early in their program and to organize their courses to facilitate the completion of the thesis.
In fulfilling the requirements for their degree, students can organize their courses around an area of specialization within the overall program. These areas of Specialization are: Community, International and Transformative Learning (CITL); Workplace, Learning, and Change (WPLC); Learning and Teaching (L&T). Each Specialization may have specific recommendations or requirements for the various degrees, and students are advised to consult with their faculty advisor. Faculty members are often affiliated with more than one specialization.

PROGRAM COORDINATOR AND SPECIALIZATION CHAIRS FOR 2004-2005

Adult Education and Community Development Program Coordinator: Nancy Jackson (ext. 2240, njackson@oise.utoronto.ca)
CITL: Roxana Ng (ext. 2592, rng@oise.utoronto.ca)
WLC: Kiran Mirchandani (ext. 2242, kmirchandani@oise.utoronto.ca)

Qualifying Research Paper (QRP)

For information on Qualifying Research Papers, please see your OISE/UT Bulletin or pick a one page guideline in the Registrar’s Office.

READING AND RESEARCH COURSES

Guidelines for Individual Reading and Research Courses (IRRs - AEC1152, AEC1252 and AEC3152 and AEC3253) are available from the Registrar’s Office or at: http://ro.oise.utoronto.ca/GradReg_ReqForms.htm.

RESEARCH AREAS WITHIN ADULT EDUCATION AND COMMUNITY DEVELOPMENT

COMMUNITY, INTERNATIONAL AND TRANSFORMATIVE LEARNING (CITL)

Students interested in critical issues (global and community) will find a wide range of learning and research opportunities in this specialization. These include social and environmental issues, world problems, social movements and collective action, community education, co-operative and community development, popular education, and education for critical consciousness. There is support to develop a wide range of conceptual and research skills including critical skills and feminist, Marxist, anticolonial, antiracist, environmental, indigenous, and global perspectives. Students are free to specialize on particular social concerns such as race, class, gender, sexuality, disability, violence, poverty, health, environment, peace, women in development, or human rights to name just a few. Faculty members cannot offer courses or expertise in all of these areas; however the diversity of student and faculty interests and experiences provides a stimulating environment for dialogue and learning. In the Community, International and Transformative Learning specialization, it is hoped that new thinking, new knowledge, and new practices will emerge through lively exchange between scholars, activist/practitioners, and policy makers.

Knowledge and learning/teaching outside the academy are honoured, and emphasis is placed on building strong mutually beneficial connections to diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

Faculty members in the specialization are: Bonnie Burstow, Anne Goodman, Angela Miles, Shahrzad Mojab, Jack Quarter, Karen Mundy, Roxana Ng (Co-ordinator), Jean-Paul Restoule, Edmund O’Sullivan (emiritus), Daniel Schugurensky, and Jennifer Sumner.
Association with interdepartmental programs and centres (such as CIDEC, CWSE and TLC) can enrich a student's program and connections.

WORKPLACE LEARNING AND CHANGE (WLC)

Workplace Learning and Change focus prepares researchers and professionals to engage in research and practice which reflects the leading edge of organization change and adult education theory. The specialization has two complementary themes. The first, based upon a transformative analysis, situates the workplace within a broad social framework, including the impact of various forms of hierarchies (e.g.: social class, gender, race and ethnicity) upon the organization of work. The second theme involves the study of models which seek to reduce workplace inequities while increasing organizational effectiveness. These alternative models attempt to achieve greater equality and inclusivity; broader participation in decision-making; more reflective, responsive and respectful work environments; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

Workplace Learning and Change draws educators and other practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions and cooperatives. It provides opportunities to study in such areas as: organizational consultation and development; equity leadership; industrial and labour relations; management and leadership development; organizational redesign; democratic decision-making; processes for organizational learning; organizational change management; workplace equity and inclusivity; workplace health and safety; employee ownership/co-operatives; labour studies; feminist analysis of work; the impact of technology; transnationalism, restructuring and the knowledge economy; social investment and social audit.

The Workplace Learning and Change specialization is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ph.D. Also available is a Certificate program in Adult Education as well as a Certificate program in Adult Training and Development. Students may pursue their studies on a full or part-time basis, but must fulfill the residence requirements of the particular degree program undertaken.

Masters in Education students within this specialization can also pursue a focus in Work and Career, which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program. (see below)

The five core faculty in Workplace Learning and Change are: Nancy Jackson, Marilyn Laiken, Kiran Mirchandani (Coordinator), Shahrzad Mojab and Jack Quarter. This faculty is supplemented by a team of associated instructors who are experienced professionals in all of the key content areas.

SPECIALIZATION IN WORK AND CAREER

Masters in Education

This specialization is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program. It is designed to provide an intensive experience in the critical examination of work and career in peoples’ lives. Students in the specialization will have the opportunity to develop a critical and contextual understanding of career and work in today’s society and to explore the relationships between individuals’ volunteer work, community organizing, paid jobs and family lives as well as organizational constructions about work and careers. The study of work and career will be considered in the context of power, globalization, and workplace diversity. The program will provide practitioners with professional skills in adult learning in the workplace, career counselling, organizational consultation, research and policy.
This specialization requires ten half courses. In order to satisfy the requirements of the specialization, students must:

(a) Be admitted to the M.Ed. Program in either the Counselling Psychology Program or the Adult Education and Community Development Program, and must satisfy the requirements of the program to which they were admitted.

(b) Take at least two of the following three courses in CP:

   AEC1262H Educational and Psychological Testing for Counselling  
   *And choose one of the following:*  
   AEC1266H Career Counselling and Development: Transition from School to Work  
   AEC1268H Career Counselling and Development: Transitions in Adulthood

(c) Take at least two of the following four courses in AECD:

   AEC1113H Gender and Hierarchy at Work  
   AEC1119H Creating a Learning Organization  
   AEC1135H Practicum in Organization Development  
   AEC1141H Organizations and the Adult Educator  
   AEC1148H Introduction to Workplace, Organizational and Economic Democracy  
   AEC1156H Power and Difference in the Workplace

In addition to the course work, all students must fulfill the requirements of the program to which they were admitted.

Students who satisfy the requirements of the specialization will receive a formal letter notifying their specialization in “Work and Career”. Students who are interested in this specialization will need to complete a form after they have been successful in gaining admission to the M.Ed. Program in either Counselling Psychology or Adult Education and Community Development. The form can be found at: [http://www.oise.utoronto.ca/depts/aecdcp/forms.html](http://www.oise.utoronto.ca/depts/aecdcp/forms.html)

For further information contact: Dr. Kiran Mirchandani (Adult Education and Community Development) or Dr. Charles Chen (Counselling Psychology).

**INTERDEPARTMENTAL RESEARCH AREAS**

**ABORIGINAL EDUCATION**

This specialization in collaboration with Sociology and Equity Studies supports interests in Aboriginal learning and teaching. (described in more detail in the OISE/UT Bulletin, page 179). The specialization is linked to the Indigenous Education Network (IEN), an OISE/UT forum for Aboriginal and non-Aboriginal students and faculty to come together to share, study and strengthen individual and collective contributions to issues of Aboriginal Education in first Nations, Innuits, Metis, and nonstatus people in both reserve and urban contexts. This network has a regular speaker series, a research office, and an Aboriginal Student caucus room. For more information, contact Jean-Paul Restoule 7-181, x 2825, or jrestoule@oise.utoronto.ca

**CRITICAL PEDAGOGY AND CULTURAL STUDIES**

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might
be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Adult Education and Community Development faculty actively working in this research area are: A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP).

Further information is available from Kari Delhi (SESE).

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental research area involves faculty and students from OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Adult Education and Community Development faculty involved in the Transformative Learning research area include: B. Burstow, A. Goodman, A.R. Miles, S. Mojab, R. Ng, J. Quarter and J. Sumner

WOMEN'S STUDIES / FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.
NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE).

Department faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: B. Burstow, A. Cole, A. Goodman, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider

Further information is available from Pat Doherty at CWSE. Telephone: 416-923-6641 ext. 2204; E-mail: pdoherty@oise.utoronto.ca. Website: www1.oise.utoronto.ca/cwse

COLLABORATIVE PROGRAMS

In addition to specializations within the Adult Education and Community Development program, there are also specializations involving our students and other departments, referred to either as Interdepartmental Graduate Specializations or Collaborative Graduate Degree Programs. The following describe these programs.

ADDICTION STUDIES

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with M.A. and Ph.D. degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. http://ro.oise.utoronto.ca/BulPage170.htm

AGING AND THE LIFE COURSE

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging and the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging and the Life Course. http://ro.oise.utoronto.ca/BulPage170.htm

Contacts: Counselling Psychology Program – Lana Stermac, x 2346, lstermac@oise.utoronto.ca; Adult Education and Community Development – Ardra Cole, x 2497, acole@oise.utoronto.ca. www.utoronto.ca/lifecourse/collaborative

COMMUNITY DEVELOPMENT

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community’s ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to
implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community’s ability to achieve existing goals and increase a community’s ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs.

http://ro.oise.utoronto.ca/BulPage171.htm

**COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION (CIDEC)**

This collaborative program is described in detail in the OISE/UT Bulletin, page 172, and is linked to a Centre by the same name. The program involves four departments, and includes the Adult Education program. For information contact the program directors, Karen Mundy, Adult Education and Community Development; and Joseph P. Farrell, Department of Curriculum, Teaching and Learning. The CIDE website is [http://cide.oise.utoronto.ca/](http://cide.oise.utoronto.ca/)

http://ro.oise.utoronto.ca/BulPage172.htm

**ENVIRONMENTAL STUDIES**

This program is offered in co-operation with the Institute for Environmental Studies at the University of Toronto and two other departments at OISE/UT (see OISE/UT Bulletin, pages 175). Jennifer Sumner serves as the Co-ordinator within Adult Education, jsumner@oise.utoronto.ca

http://ro.oise.utoronto.ca/BulPage175.htm

**WOMEN’S STUDIES**

Both programs in the Department of Adult Education and Counselling Psychology participate in the collaborative program in Women’s Studies along with three other departments in OISE/UT (see OISE/UT Bulletin, page 176). Angela Miles serves as the Co-ordinator within Adult Education, amiles@oise.utoronto.ca

**OTHER FEATURES**

**DAME NITA BARROW DISTINGUISHED VISITORSHIP**

The Dame Nita Barrow Visitorship brings outstanding women scholars from the ‘majority world’ to OISE/UT for six months each year. While here, these scholars teach a course, conduct their own research and deliver the annual Dame Nita Barrow Lecture to the U of T Community and the public at large. The program collaborates in this activity with the Centre for Women’s Studies in Education at OISE/UT and the Dean’s Office. Angela Miles co-ordinates Adult Education’s involvement.

**INDIGENOUS EDUCATION NETWORK**

For information, contact Jean-Paul Restoule; room 7-181; ext. 2825; irestoule@oise.utoronto.ca
TRANSFORMATIVE LEARNING CENTRE

The Transformative Learning Centre (TLC) is a Centre for Education, Research and Social Transformation. The TLC is a unique interdisciplinary Centre for the study and practice of social change and education for Change.

The TLC’s working definition for Transformative Learning is: “Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body-awareness, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy.” The TLC provides educational offerings for the community at-large, engages in interdisciplinary and collaborative research products, produces a variety of publications, participates in social movement community building, and operates a resource centre (presently being upgraded). Contact: Daniel Schugurensky, Room 7-119, ext. 2356; dschugurensky@oise.utoronto.ca or visit the TLC website at http://tlc.oise.utoronto.ca

CENTRE FOR EDUCATION AND WORK

The Centre for Education and Work is a collaborative project of Adult Education and Community Development, and Sociology and Equity Studies in Education, which allows for students and faculty to bring together related research interests. The Centre is associated with the Workplace Learning and Change specialization in the Adult Education program. Contact: Director, D.W. Livingstone: dlivingstone@oise.utoronto.ca

CENTRE FOR ARTS-INFORMED RESEARCH

The Centre’s mission is to articulate, explore, and support alternative forms of qualitative research and representation which infuse elements, processes, and forms of the arts into scholarly work. Centre priorities include seminars, exhibits, workshops, conferences and publishing, international exchanges, and collaborations with art education institutions and an artist-in-residence program. Ardra Cole and J. Gary Knowles are Co-Directors of the Centre. http://home.oise.utoronto.ca/~aresearch

GUIDELINES FOR THE DEPARTMENT

THE GUIDE

The department accepts as a general guide to its decision-making procedure the “University of Toronto Statement of Institutional Purpose”. The department will move to adopt the policy guidelines in principle and will attempt to operate as a rational community whose members have different roles and varying measures of responsibility, but are united in their effort to advance the work and worth of the members of the department and OISE/UT.

THE COMMUNITY

The community of the department of AECP consists of all staff members, all current and former students, and those persons in the field who maintain a close working relationship with the department functions of graduate studies, research and field development. All groups within the community have a part in planning and decision-making; generally, however, responsibility is placed on those willing to
assume it. From time to time, meetings or conferences will be held to which all members of the community will be invited. Whenever there are special events which may interest most members of the community, attempts will be made to notify and invite them.

THE CHAIRPERSON OF THE DEPARTMENT

The role of the chairperson of the department is described in the University of Toronto’s policy number 3.01.01 Preamble I, “Policies for Academic Staff and Librarians”.

RECOMMENDED AECP FACULTY ANTI-DISCRIMINATORY PROTOCOL:

Preamble: All of us in the department are committed to balancing the need for free speech with the need for an environment free of intolerance and bigotry. By the same token, we are committed to balancing respect for and sensitivity to religious and cultural differences with the need to ensure that no difference becomes a license to promote intolerance. As the complexity of balancing these different needs has sometimes inhibited faculty from acting in times when action is needed, we adopt the following protocol with respect to faculty obligation:

In any class, or public gather in the department, if someone starts making remarks that are blatantly disrespectful or intolerant toward a group or member of a group on the basis of sexuality, sex, race, ethnicity, disability, religion, or gender identity, it is the responsibility of any faculty person who is present to inform the speaker that what is happening contravenes departmental policy and to require the speaker to discontinue making such statements. The faculty is likewise obligated to address any perceived violation of the Ontario Human Rights Code, the Canadian Human Rights Act, the Charter of Rights and Freedom, and the hatred legislation in the Criminal Code, whether that violation be speech, or the wearing or posting of discriminatory or hate-promoting insignia, signs or material.

When confronting situations which fall under the purview of this protocol:

1. The faculty is asked to be mindful that unlike the criminal code, the various human rights codes and the charter do not make exceptions for intolerance based on religious belief. Nor do they require that the action be willful. Correspondingly, the fact that statements or insignia are religion-based and/or well intended, does not nullify that faculty person’s obligation.

2. However offensive the remarks, insignia, or acts may be, insofar as possible, that faculty is asked to proceed with a sensitivity to all present, and especially in instances where religious and cultural differences are involved.

DEPARTMENT STRUCTURE

The following is a summary of the department structures as they have evolved during the years. The combination of various levels of meetings should provide for a variety of opportunities for students, staff and faculty to meet on their own and together over the course of the year. Please note that some meeting times have already been set.

DEPARTMENTAL MEETING
Members: All Faculty, all Administrative Staff and six Student Representatives (3 each from the AE and CP Program).
Meeting frequency: monthly

COUNSELLING PSYCHOLOGY PROGRAM COMMITTEE
Members: All Counselling Psychology Faculty members
Meeting frequency: bi-monthly
ADULT EDUCATION PROGRAM COMMITTEE
Members: All Adult Education Faculty members.
Meeting frequency: monthly

ADMINISTRATIVE STAFF MEETING
Members: All Administrative Staff in the department
Meeting frequency: as needed

SOS (STUDENTS ON SEVEN) MEETING
Members: All Full and Part-time AECP Students
Meeting frequency: Monthly and as needed
APPENDIX I

THE M.ED. COMPREHENSIVE PROCESS (for Adult Education and Community Development students only)

Note: The M.Ed. Comprehensive Paper for Adult Education students is no longer offered to students beginning their program in Summer 2005 or later. Those students who began the program PRIOR to Summer 2005 may choose to complete a Comprehensive Paper or transfer to the Option Four stream and opt out of the Comprehensive requirement. Please see Susan Hall for more information.

1. RE: PREPARATION FOR COMPREHENSIVE REQUIREMENT

   • Faculty advisors are normally responsible for conveying information about the Comprehensive options, and helping students select the most appropriate one.

   • Students should be alerted to the difficulties encountered when they take all of their courses with extramural staff. Although some of these staff may choose to read a Comprehensive paper, this is not part of their contract, and therefore the exception, not the rule. Emeritus Professors still active in the department will be included in the reading of Comprehensive papers. Full-time Appointed Faculty outside the department are not eligible to read Comprehensive papers.

2. RE: SUBMISSION OF COMPREHENSIVE PAPERS

   • During the academic term (September-April) students must submit two copies of their Comprehensive paper two months before the grade deadline of the year in which they wish to graduate (November 19 for January 17 or February 21 for April 19), to allow for possible rewrites.

   • During the Summer period, when the grade deadline is September 14, students must submit their papers by June 6, to ensure that an adequate number of readers will be available.

   • A covering letter and a self-addressed stamped envelope must accompany the two copies of the paper when submitted.

   • Papers are submitted directly to Todd Will, who then distributes them, in even numbers, to appropriate faculty. Students may indicate at least 3 AECD full-time faculty members whose work is in the area that the paper addresses. All students will be assigned a reader by Todd Will, and they are not responsible for finding one on their own.

   • Only one reader is necessary if the paper is graded "complete" or “revise”. If the paper is graded “rewrite”, the rewritten paper is submitted to the AECD Program Coordinator, who will then designate a second reader. For either a “revise” or “rewrite” designation, specific feedback on the reader’s expectations must be communicated to the student.
APPENDIX II

M.Ed. COMPREHENSIVE REQUIREMENT OPTIONS (For Adult Education and Community Development students only)

Students beginning their program in Summer 2005 or later do not have the Comprehensive requirement. Those students who began their program prior to Summer 2005 may opt out of this requirement by transferring to the Option Four stream. Please see Susan Hall for more information. Those who choose to complete a Comprehensive paper, have one of the three following options to satisfy the Comprehensive requirement. It is strongly suggested that students make choices in consultation with a faculty member.

OPTIONS:

1. Integrative Paper:
   a synthesis of learning over the course of the M.Ed. program drawing on both personal/experiential and theoretical influences. Students will determine the nature and focus of the synthesis activity (Length: generally 20-30 double-spaced pages, 12 pt. type.)

2. Comprehensive Literature Review Paper:
   an in-depth review of one or more areas of literature in areas relevant to work in the Adult Education and Community Development program, to be selected in consultation with a faculty member. It is expected that the review include a critique and analysis of the literature surveyed. (Length: generally 25-30 double-spaced pages, 12 pt. type)

3. Field-based Research Paper:
   a practical exploration of a topic in an area of inquiry relevant to the student’s area of professional/community interest, to be identified in consultation with a faculty member. This alternative could be considered preliminary or pilot work for more in-depth future research. (Length generally 25-30 double-spaced pages, 12 pt. type)

Stipulations for the Comprehensive Requirement:

Grading: The Comprehensive requirement will be graded on a pass/fail basis by one Adult Education and Community Development faculty member who ordinarily will be from the student’s area of specialization.

Due Date: The completed Comprehensive requirement should be submitted two months prior to the deadline for grades in the term in which the student’s final course is taken.

IMPORTANT: Please note the following DEADLINE DATES* for the submission of papers required for the completion of the M.Ed. Comprehensive Requirement:

SUBMISSION DATES to Todd Will (If the date falls on a weekend, the following Monday is assumed).
Fall 2006 – Nov. 19, 2006
Summer 2007 – June 6, 2007
Fall 2007 – Nov. 19, 2007

submit TWO copies of paper to Todd Will, Rm. 7-198, with a covering letter which should contain:
• your address;
• telephone number;
• student number;
• date when you plan on graduating; your option
• and 3 AECD full-time faculty members whose work is in the area the paper addresses (otherwise a reader will be assigned randomly by Todd);
• and a self-addressed stamped envelope.

(TWO WEEKS are allowed for the reader to read the paper.)

**DATE FOR FIRST READER to Complete Assessment:**

Fall 2006 – Dec. 3, 2006  
Summer 2007 – June 20, 2007  

one (1) reader will read and grade (pass/fail) the paper by the date noted and return to Todd*. If passed, then a confirmation letter will be sent to the student and appropriate paperwork brought to the Graduate Studies Office indicating a “pass”.

**DATE FOR SECOND READER to Complete Assessment (if required)**

Fall 2006 – Dec. 17, 2006  
Fall 2007 – Dec 17, 2007

if failed by first reader, the AECD Program Coordinator will assign a second reader IMMEDIATELY. The second reader (if needed) will be required to grade and return paper to Todd by this date.

**DATE FOR OFFICIAL PAPERWORK, etc.:**

Fall 2006 – Jan. 6, 2007  

Todd will then get “official” form signed and to the Graduate Studies Office by deadline (if paper is received by the required date as stated; otherwise, the student will bear the necessary consequences of possibly not making the deadline for graduation and/or possibly paying additional fees).

*IMPORTANT: It is understood that if the Paper is not received by the appropriate dates, the student will be considered to have missed the deadline date and no extension will be permitted for this session. The student’s paper will be considered in the next session.
APPENDIX III
ADULT EDUCATION and COUNSELLING PSYCHOLOGY ASSOCIATIONS

OACE
Ontario Association for Continuing Education
736 Bathurst Street, Unit 3
Toronto Ontario M5S 2R4
Phone: 588-6216
Objectives:
to provide special focus and leadership for individuals and organizations interested in Continuing Education in Ontario
• to provide information services and consultation for individuals and organizations relating to Continuing Education
• to encourage the formation and development of Continuing Education Councils
• to provide initiative with respect to the training and development of continuing educators, voluntary and professional, in Ontario
• to initiate programs, to carry out special projects, research, and publishing
• to provide a resource exchange to promote adult learning (Network)

CASAE
Canadian Association for the Study of Adult Education
6746 Avenue Casgrain
Montreal, Quebec H2S 2Z7
Phone:(514) 277-9051
FAX(514) 277-5227

CASAE is a professional association of researchers and practitioners. Membership in the association is open to any individual, institution, or agency interested in the study and practice of adult education. The Association is organized around regional representation and special interest groups. It operates in both official languages. This is a great place for all graduate students to present papers. Please look for the “Call for papers” in the fall.
Objectives:
• to promote the study of Adult Education
• to promote research and dissemination of knowledge in Adult Education
• to facilitate communication and collaboration in the research and study of Adult Education
• to develop communication with those involved in areas related to the study and research of Adult Education

CASAE’s Journal is published in May and November.

CANDLE
Canadian Network for Democratic Learning
#4-370 Lafontaine Ave,
Ottawa, Ontario K1V 8X7
(613) 744-2696

CANDLE is a network of organizations that support democratic adult education in Canada and around the world. The membership is made up of public sector education institutions, academics, non-governmental/community adult education organizations, labour unions, and Aboriginal education organizations. The mandate is to advocate for the needs of adult learners and educators in all sectors and promote a progressive, democratic agenda for lifelong learning.
Objectives:
- to provide a forum for exchanges of experience and mutual support among adult practitioners, theorists, social activists, and others who promote adult learning for democracy
- to advocate for the needs of adult learners and educators in all sectors
- to promote effective collaboration among adult educators in all sectors
- to support the development of educational materials and activities for Canadian adults on strategies facing economic and social change and for transforming economic and social conditions towards a more just and productive society
- to actively contribute to the critical national, continental, and international discussions taking place now in Adult Education

Contact: Eileen Antone at eantone@oise.utoronto.ca
Lynn Carlile (613) 521-3400 Ext 207 or lcarlile@clc-ctc.ca.

ICAE
International Council for Adult Education
Based in Montevideo, Uruguay
http://www.icae.org.uy

CPO
The College of Psychologists of Ontario
Suite 201,
1246 Yonge Street Toronto, Ontario
M4T 1W5
(416) 961 - 8817
Email: cpo@cpo.on.ca

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College.
M.A. Counselling Psychology for Psychology Specialists
PhD. Counselling Psychology for Psychology Specialists

OPA
Ontario Psychological Association
730 Yonge Street, Suite 221
Toronto, Ontario M4Y 2B7
Phone: (416) 961 - 5552
Fax: (416) 961 - 5516
Email: opa@psych.on.ca
Website: http://www.psych.on.ca

OPA is a voluntary organization committed to the advancement of the practice and science of psychology through public and professional advocacy and education, for the benefit of its members and the community they serve. OPA is your representative and advocate — they are the only organization that protects and expands your right to practice in Ontario.
ALPHABET SOUP
A List of Handy Acronyms

Did you ever wonder what on earth someone was talking about when they said that the QRP on OTA must be done for SGS, for approval by GSC??!! For more exciting details, read on ...

THE INSTITUTE
AECG Department of Adult Education and Counselling Psychology
CTL Department of Curriculum, Teaching and Learning
EC Education Commons (Library, Media Services, Technology services)
GSA Graduate Students’ Association
GSC Graduate Studies Committee-OISE/UT
HDAP Department of Human Development and Applied Psychology
IRRC Individual Reading and Research Course
OGS Ontario Graduate Scholarship
OISE/UT Ontario Institute for Studies in Education of the University of Toronto
OPSEU Ontario Public Service Employees Union, Local 578 (Research Officers)
QRP Qualifying Research Paper
RFS Office of Associate. Dean - Research and Field Studies
SESE Department of Sociology and Equity Studies
SOS Students on the Seven
SGS School of Graduate Studies
SSHRC Social Sciences and Humanities Research Council
SSO Student Services Office (5th floor)
TPS Department of Theory and Policy Studies in Education
UTFA University of Toronto Faculty Association
UTS University of Toronto School
UTSA University of Toronto Staff Association
CITL Community, International and Transformative Learning
CP Counselling Psychology
L&T Learning and Teaching
WLC Workplace, Learning and Change

IN THE FIELDS OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY
AAAE American Association of Adult and Continuing Education
ABE Adult Basic Education
APA American Psychological Association
ACCC Association of Canadian Community Colleges
AERA American Educational Research Association
AERC Adult Education Research Conference
AUCC Associations of Universities and Colleges in Canada
CAAT College of Applied Arts and Technology
CADESS Canadian Association of Departments of Extension and Summer Schools
CAEO Coalition of Adult Education Organizations (USA)
CADE Canadian Association for Distance Education
CANDLE Canadian Network for Democratic Learning
CASAE Canadian Association for the Study of Adult Education
CAUCE Canadian Association for University Continuing Education
CBIE Canadian Bureau for International Education
CCLOW Canadian Congress for Learning Opportunities for Women
CCRE Canadian Council for Research in Education
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
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<tbody>
<tr>
<td>CEA</td>
<td>Canadian Education Association</td>
</tr>
<tr>
<td>CEGEP</td>
<td>Colleges d’Enseignement Generale et Professionelle</td>
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<tr>
<td>CERA</td>
<td>Canadian Educational Researchers’ Association</td>
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<tr>
<td>CERI</td>
<td>Centre for Educational Research and Innovation (connected with OECD)</td>
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<tr>
<td>CHER</td>
<td>Canadian Health Education Specialists’ Society</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>CIDE</td>
<td>Centro de Investigaciones y Desarrollo de la Educación</td>
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<td>CIESC</td>
<td>Comparative and International Education Society of Canada</td>
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<td>CPHE</td>
<td>Commission of Professors of Higher Education</td>
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<td>CPO</td>
<td>College of Psychologists of Ontario</td>
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<td>CSHE</td>
<td>Canadian Society for Higher Education</td>
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<td>ERIE</td>
<td>Educational Resources Information Centre</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FAO</td>
<td>Food and Agricultural Organization</td>
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<td>IBE</td>
<td>International Bureau of Education</td>
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<td>ICDS</td>
<td>Institutional Corporation and Development Services</td>
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<tr>
<td>ICAE</td>
<td>International Council for Adult Education</td>
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<td>ICED</td>
<td>Institut Canadien d’Éducation des Adultes</td>
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<tr>
<td>IDRC</td>
<td>International Development Research Centre</td>
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<td>IIEP</td>
<td>International Institute for Educational Planning</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>IMF</td>
<td>International Monetary Fund</td>
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<td>METRODOC</td>
<td>Metropolitan Toronto Databank/Director of Courses for Adults</td>
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<tr>
<td>NEA</td>
<td>National Education Association (USA)</td>
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<td>NUEA</td>
<td>National University Extension Association (USA)</td>
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<td>OACE</td>
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<td>OADESS</td>
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<td>OCUCE</td>
<td>Ontario Council of University Continuing Education</td>
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<td>OECA</td>
<td>Ontario Educational Communications Authority</td>
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<td>OGS</td>
<td>Ontario Graduate Scholarship</td>
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<td>OPA</td>
<td>Ontario Psychological Association</td>
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<tr>
<td>OTA</td>
<td>Occupational Training for Adults</td>
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<td>QAAL</td>
<td>L’Association Québécoise pour l’éducation des adultes</td>
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<tr>
<td>SSHRC</td>
<td>Social Sciences and Humanities Research Council (formerly Canada Council)</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Social and Cultural Organization</td>
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