THE DEPARTMENT OF CURRICULUM TEACHING & LEARNING

2018 STUDENT HANDBOOK

CURRICULUM STUDIES & TEACHER DEVELOPMENT AND LANGUAGE & LITERACIES EDUCATION
Welcome,

My name is Professor Clare Brett and I am the Chair of the Department of Curriculum, Teaching and Learning (CTL) at the Ontario Institute for Studies in Education of the University of Toronto.

We are delighted you are joining our lively and innovative Department. CTL offers three graduate programs: Curriculum Studies and Teacher Development (CSTD), Language and Literacies Education (LLE) and our recently expanded Master of Teaching (MT) Program. While each of these programs has its own courses and structure we actively encourage interconnections among programs in terms of sharing and integrating aspects of our teaching and research. Through this reflective imagining of our program offerings we are also working to more deeply engage our Research Centres with our programs. Such interconnections enrich your experience as students while it creates a more cohesive and creative research and teaching environment for faculty.

There are some fundamental principles guiding our academic goals in CTL which reflect current and emerging social issues relevant to educational research and teaching:

1. Strong support of our students across all programs by all our Departmental personnel including instructors, administrators, and staff. We listen and care!

2. Proactively examining our hiring and admissions practices to ensure they are inclusive and supportive of diversity. [See the UT statement on this issue: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/po_0012006.pdf]

3. Working across the institution to develop a meaningful response to the report of the Truth and Reconciliation Committee and exploring how these findings can support all learners, especially indigenous learners, in our courses, our practices and our admissions processes, in authentic and respectful ways.

4. Transparency and accountability in our interactions and in our processes with staff, students and faculty in the CTL community and with those in other Departments, institutionally and in the broader community.

5. Supporting faculty and students in developing innovative, collaborative research in education.

6. Taking a perspective of continuous improvement toward our programs, where we gather and use feedback to innovate and enhance student experience.

Altogether this is an exciting time to be in CTL and we look forward to getting to know each of you and having you be a member of our growing CTL community.

Warmly,

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Warmly,
OISE
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
OISE is Canada’s only all-graduate institute of teaching, learning and research.

OISE NON-ACADEMIC DEPARTMENTS
In order to support our students, faculty, staff and our goals as an institute, OISE has numerous non-academic departments and offices which provide institutional leadership and specialized services:

- Office of Academic Development
- External Relations
- ICS - Dr. Eric Jackman Institute of Child Study & Lab school
- IPC - Continuing and Professional Learning
- International & Innovation
- Off. of the Registrar & Student Services
- Academic Policy, Planning and Governance
- Academic Commons

OISE COLLABORATIVE SPECIALIZATIONS
Unique to U of T is a range of collaborative specializations involving the cooperation of two or more graduate units (departments, centres, or institutes). In order to participate, you must be enrolled in a graduate degree program. Of the 17 programs across U of T, the following are housed here at OISE. See a full listing here: https://www.oise.utoronto.ca/research/centers_institutes.html

- Educational Policy (SJE)
- Comparative, International, & Development Education (LHAE)
- Workplace Learning & Social Change (LHAE)
- Specialization Education, Handicapped & Society (SJE)

FACULTY ADVISOR VS. THESIS SUPERVISOR

On your offer of admission, you were assigned a faculty advisor. Your Faculty Advisor is a faculty member assigned to provide you with assistance on course selection and navigating through the program. For MA and PhD students, your faculty advisor is not your Thesis Supervisor but they may eventually become your Thesis Supervisor when you are ready to form your thesis committee. However, as you progress in your program and solidify your research, you may also decide to work with a different faculty member as your Thesis Supervisor. When the time comes to form your thesis committee, your Thesis Supervisor will be your main academic support.

CTL selects a faculty advisor at the point of admission, based on the student’s application to the program. Your faculty advisor can assist you in selecting courses and defining your thesis topic. Master of Education students can benefit from the faculty advisor’s advice on course selection and, although students in thesis track degrees such as the MA and PhD may decide to choose a different thesis supervisor, thesis track students should select a tentative thesis topic or problem as soon as possible, and seek opinions regarding its suitability from their faculty advisor and other members of the faculty. When you select a topic or a particular area for thesis research, your plans will normally be discussed with your faculty advisor for the purpose of determining a suitable thesis supervisor. Your faculty advisor will usually become your thesis supervisor but this is not a requirement.

A student must choose a thesis supervisor within the department in which you are registered who is able to provide adequate supervision. If this is not your faculty advisor, as a courtesy you should inform them. The main task of the faculty advisor at this stage is to facilitate contact between the student and a possible research supervisor. The decision regarding thesis supervision must be by mutual consent between the student and the potential supervisor, and is subject to approval by your Department Chair. For more on thesis supervision see the Final Oral Exam Guidelines: https://www.ogse.utoronto.ca/oa/UserFiles/File/OGSE_FDE_Guidelines_2016.pdf There is also a new online version of the SGS Graduate Supervision Handbook: http://www.sgs.utoronto.ca/innovations/bestpractices/Pages/Section-1--Introduction.aspx
CURRICULUM STUDIES AND TEACHER DEVELOPMENT (CSTD)

CSTD MASTER OF EDUCATION (MED) REQUIREMENTS

The Med program of study consists of 10 half-courses, at least five of which are undertaken in the Curriculum Stud- ies and Teacher Development Program (CTL1000-level or CTL5000-5299 courses), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

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<thead>
<tr>
<th>5 CSTD HALF COURSES</th>
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<td>*must include CTL1000H Foundations</td>
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CSTD MASTER OF ARTS (MA) REQUIREMENTS

The MA may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are undertaken in the Curriculum Studies and Teacher Development Program (CTL1000-level or CTL5000-5299 courses), and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing at this https://www.oise.utoronto.ca/ctl/Current_Students/Curriculum_Stud- ies and Teacher Development/Research_Methods_Course_List.html. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

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CSTD FULL-TIME AND FLEXIBLE-TIME PHD REQUIREMENTS

Full-time PhD students must complete their degree within six years. Flexible-time PhD students must complete their degree within eight years. Degree requirements for both programs are the same. The PhD program of study normally consists of seven half-courses, at least four of which are ordinarily CTL 1000-level, CTL5000-5299 or CTL6000-6299 courses undertaken in the Program. Students are also required to complete CTL1899H, the CSTD doctoral prosemi course. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master’s level, one course in research methods from an approved course listing at this url: https://www.oise.utoronto.ca/ctl/Current_Students/Curriculum_Studies and Teacher Development/Research_Methods_Course_list.html/, as well as the Doctoral prosemi.

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DOCTORAL ‘CANDIDACY’

All doctoral students are subject to the requirements for good academic standing, including candidacy. To achieve ‘candidacy’, doctoral students are required to complete coursework, comprehensive exams and thesis committee formation by the end of YEAR 3 for PhD full-time students and at the end YEAR 4 for PhD flexible-time students.

LANGUAGE AND LITERACIES EDUCATION (LLE)

LLE MASTER OF EDUCATION (MED) REQUIREMENTS

The Med consists of five half-courses. Students must take a minimum of five CTL3000-level or CTL3500-5699 half courses within the program. May be taken on a full- or part-time basis. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

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LLE MASTER OF ARTS (MA) REQUIREMENTS

The MA program of study may be undertaken on a full-time or part-time basis consists of eight half-courses and a thesis. Students must take a minimum of four CTL 3000-level or CTL3500-5699 half-courses within the program. Courses must include CTL3001H Research Colloquium in Language and Literacies Education, and a course in research methods RM relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1204H, CTL1306H, CTL1318H, CTL1304H, CTL1420H, CTL3001H, CTL3800H, CTL3801H, APD1287H, APD1228H, APD1296H, APD3202H, APD3228H, SJE1905H. Students must satisfactorily complete all requirements within six years of first enrollment for part-time students, or within three years of first enrollment for full-time students.

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LLE FULL-TIME AND FLEXIBLE-TIME PHD REQUIREMENTS

Full-time PhD students must complete their degree requirements within six years. Students in the flexible-time PhD option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The PhD involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students take a minimum of four CTL 3000-level, CTL3500-5699 or CTL6300-6999 half-courses within the Program. Students are required to take CTL3001H Research Colloquium in Language and Literacies Education as well as CTL3899H Proseminar in Language and Literacies Education, if not previously taken at the Master’s Level. If CTL3001H or CTL3899H was taken at the Master’s level, students are not permitted to take either course again and should substitute them with another CTL3000-level course. A research methods RM course relevant to the topic of the thesis is also a requirement of the PhD program. Any of the following courses can fulfill this requirement: CTL1018H, CTL1204H, CTL1306H, CTL1318H, CTL1304H, CTL3001H, CTL3800H, CTL3801H, APD1287H, APD1228H, APD1296H, APD3202H, APD3228H, SJE1905H.

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SUGGESTED PROGRESS TO COMPLETION DEADLINES
FULL-TIME DEGREES (MED, MA, PHD)

MED FULL-TIME
MAXIMUM COMPLETION TIME

- YEAR 1
  - Course Work (maximum 6 half-courses in Fall/Winter session and maximum 2 half-courses in each term of the summer sessions)
- YEAR 2
  - Course Work Completed (Full-time students can complete 10 half-courses in a minimum of 1.5 years, though most students take up to 2 years)
- YEAR 3
  - Additional time for course work if needed

MA FULL-TIME
MAXIMUM COMPLETION TIME

- YEAR 1
  - Course Work Completed (maximum 6 half-courses in Fall/Winter session and maximum 2 half-courses in each term of the summer session)
- YEAR 2
  - Ethical Review Completed
  - Thesis proposal Completed
  - Thesis Committee Formation (April 1st of 2nd Year)
  - Data Collection
  - Thesis Completion
- YEAR 3
  - Time for thesis completion if needed

PHD FULL-TIME
MAXIMUM COMPLETION TIME

- YEAR 1
  - Full-time Course work
- YEAR 2
  - Full-time Course work
- YEAR 3
  - All Courses Completed
  - Comprehensive Exams
  - Thesis Proposal
  - Thesis Committee established
  - Ethical Review
  - Achieve Candidacy
- YEAR 4
  - Data Collection
  - Data Analysis
  - Thesis Completion
- YEAR 5
  - Time for thesis completion if needed
- YEAR 6
  - Additional time for course work if needed

Note: All requirements in the full-time PhD except thesis must be completed by end of the 3rd year or student can be denied registration (see SGS website at: http://www.sgs.utoronto.ca/calendar/Pages/Programs/Curriculum-Teaching-and-Learning.aspx#CSTD) and http://www.sgs.utoronto.ca/calendar/Pages/Degree-Regulations.aspx#14.0

SUGGESTED PROGRESS TO COMPLETION DEADLINES
PART-TIME DEGREES (MED, MA, PHD-FLEX)

MED PART-TIME
MAXIMUM COMPLETION TIME

- YEAR 1
  - Course Work (2-3 Courses completed)
  - Thesis Proposal
  - Course work cont.
  - Thesis Committee Formation (by 1/3 point in coursework completion)
- YEAR 2
  - Ethical Review
  - Thesis Proposal
  - Thesis Committee established
  - Ethical Review
  - Achieve Candidacy
- YEAR 3
  - Data Collection
  - Data Analysis
  - Thesis draft initiated
- YEAR 4
  - Thesis Completion
  - Additional time for course work if needed
- YEAR 5
  - All courses Completed
  - Thesis Work as needed
- YEAR 6
  - All courses Completed
  - Comprehensive Exams
  - Thesis Proposal
  - Thesis Committee established
  - Ethical Review
  - Achieve Candidacy
  - Additional time for course work if needed

Note: All requirements in the flexible-time PhD except thesis must be completed by end of the 4th year or student can be denied registration (see SGS website at: http://www.sgs.utoronto.ca/calendar/Pages/Programs/Curriculum-Teaching-and-Learning.aspx#CSTD) and http://www.sgs.utoronto.ca/currentstudents/Pages/Maintaining-Good-Standing.aspx. Flex-time PhD students may apply to change their registration status to part-time at end of 4th year to assume a part-time course load. During the first 4 years, students are still required to pay full-time registration fees.
PROGRAM EMPHASES IN CSTD

WHAT IS A PROGRAM EMPHASES?
Students registered in the Curriculum Studies and Teacher Development program have the opportunity to undertake concentrated study in a particular research area, which is referred to as a program Emphasis. Students interested in pursuing one or more of these optional program Emphases can take 3 or more courses in a particular Emphasis. Please note that students must meet their degree requirements in addition to the course requirements for any Emphasis they wish to declare. Students completing coursework for completion of an Emphasis may contact the department to have the Emphasis appear on final transcripts.

ARTS IN EDUCATION
The Arts in Education emphasis offers students specialized courses in the areas of music and sound, drama and theatre, visual art, and performance, and in particular courses that reflect social justice concerns reflected through the arts and cultural production. This emphasis will attract students interested in the arts, elementary and secondary arts specialist teachers, and community gallery and museum educators interested in examining arts education beyond schooling. We are a vibrant community of scholars and graduate students that thrive on collegiality, intellectual debate, critical analyses and inquiry. For course listings and affiliated faculty, visit: https://cmsnew.oise.utoronto.ca/cstdmed/Arts_in_Education.html

CRITICAL STUDIES IN CURRICULUM PEDAGOGY
The Critical Studies in Curriculum Pedagogy (CSSP) is an area of focus in the CSTD program that offers an optional CSSP Emphasis for MA, MEd and PhD students enrolled in the program.

The CSSP Emphasis encourages a critical exploration of educational phenomena, within and beyond the scope of schools. It focuses on social justice issues in education, including those related to: environmental justice, globalization, colonialism, race, disability, gender, sexuality, cultural and linguistic difference. For course listings and affiliated faculty, visit: https://www.oise.utoronto.ca/ctl/Current_Students/Curriculum_Studies_and_Teacher_Development/Emphasis_in_Critical_Studies_and_Curriculum_Pedagogy.html

DIGITAL TECHNOLOGIES AND EDUCATION
What are the emerging trends in the contemporary educational technology landscape? Given the thousands and thousands of educational apps and web-based technologies available to teachers, where are we seeing potential?

The Digital Technologies and Education emphasis engages educators in an examination of technology and its effective use in educational contexts. Drawing on research from the fields of the learning sciences, psychology, diversity studies, and information and communication technology, learners deepen their understanding of such topics as computational thinking, gamification of learning, online knowledge communities, social media, immersive simulations, technology and assessment, mobile devices and knowledge building. For course listings and affiliated faculty, visit: https://cmsnew.oise.utoronto.ca/cstdmed/Technology.html

INDIGENOUS EDUCATION AND DECOLONIZATION
The Indigenous Education and Decolonization emphasis examines the complex and tangled histories of those on whose traditional lands OISE, University of Toronto is situated - the Orendat (Wyandot-Huron), Onondowagah (Seneca-Hodenosaunee) and the Mi’Izaaing (Mississaugas-Anishinaabek) nations. This territory is subject to the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Ojibwe and allied nations to peacefully share and care for the resources around the Great Lakes. This emphasis will provide an entry point into the knowledge systems that emerge from this particular land, with an emphasis on land itself as a teacher and a source of knowledge. The emphasis will be grounded on a decolonial pedagogy, with a commitment to anti-colonialization and decolonization practices.

Recognizing that this land has and still does exist first and foremost in relationship to Indigenous people requires a critical consciousness and acknowledgment of whose traditional lands we are now on as well as the historical and contemporary realities of those relationships. It is this understanding that forms the philosophical foundation upon which all of our courses position themselves within the emphasis. For course listings and affiliated faculty, visit: https://cmsnew.oise.utoronto.ca/cstdmed/Indigenous_Education_and_Decomolization.html

QUALITATIVE METHODOLOGIES
The Qualitative Methodologies emphasis will encourage a focused exploration of qualitative paradigms, approaches and methods within, and beyond, the scope of schools and education. This emphasis will allow students to take introductory and specialized courses in a range of contemporary qualitative methodologies in areas such as research and participatory inquiry; arts-based research and performed ethnography; feminist and queer approaches; indigenous methodologies, anti-colonial, decolonial and post-foundational and social justice research. These courses will address the need for students to deepen their understanding, application and specialization in qualitative methodologies in education. Students will also engage in an exploration of how qualitative methodologies are applied in non-formal education context as social justice pedagogies. For course listings and affiliated faculty, visit: https://cmsnew.oise.utoronto.ca/cstdmed/Qualitative_Methodologies.html

SCIENCE, MATHEMATICS AND TECHNOLOGY EDUCATION
The Science, Mathematics and Technology Education emphasis is dedicated to exploring theory, practice and contemporary issues pertaining to science, mathematics and technology (SMT) education in diverse settings and contexts. We are a vibrant community of scholars and graduate students that thrive on collegiality, intellectual debate, critical analyses and inquiry.

Drawing on research and practice, we explore and critique innovative science, mathematics and technology education, while supporting research, curriculum development, and teaching. With strong connections to the SMT Centre, and the collaborative engineering education program, we invite you to join us and engage deeply with topics such as STEM, mathematics pedagogy, equity, inclusion, diversity, activism, and social and environmental justice. Methodologies in education. Students will also engage in an exploration of how qualitative methodologies are applied in non-formal education context as social justice pedagogies. For course listings and affiliated faculty, visit: https://cmsnew.oise.utoronto.ca/cstdmed/SMT.html
PhD Flexible-Time Program Information

Although academically, the PhD Full-time and Flexible-time program requirements are the same, there are some administrative differences between the two programs. Here is a highlight of the PhD Flexible-time differences.

Length of Program
PhD Flexible-time students have 8 years and PhD Full-time students have 6 years.

Support Available to PhD Flexible-Time Students
a. Eligible to apply for SSHRC and OGS awards BUT you must assure those agencies that you won’t be working full time at the point of taking up the award.
b. Eligible for Research Assistantships from faculty grants
c. Eligible to apply for TA. Refer to the CUPE3902 Collective Agreement.
d. The Graduate Assistantship (GA) or Research &Development GA (R & D GA) can be held ONCE in a Flexible-time student’s program but you must provide documentation that you won’t be working full time while employed as a Graduate Assistantship. Refer to the CUPE3907 Collective Agreement Article 14:00.

Fees
Flexible-time is NOT part-time. Students pay full-time fees for the first 4 years and are therefore considered full-time registered students. After the first 4 years, PhD Flexible-time students can pay part-time fees, but they have to make a written request to change to part-time. Approval is at the discretion of the Department. Once the Department has approved, it is sent to the Office of the Registrar and Student Services (ORSS) and your student record is changed (on ROSI/ACORN). For information on fees, please visit the Tuition and Financial Support website: https://www.oise.utoronto.ca/oise/Tuition_and_Financial_Support/index.html

Number of Courses Per Session
The maximum course-load restrictions are the same as for all full-time registered students - that is, maximum of 6 half-courses over the Fall and Winter (3 in one session, 3 in the other). Full-time students may take a maximum of 4 in the Summer (2 in May-June and 2 in July-August). Normally full-time students must take a minimum of 2 half-courses in a session, but flexible-time Ph.D.s are permitted to take a minimum of only 1 half-course and still maintain their full-time status.

Registration
Students in a flexible-time program will normally register full-time during the first four years and part-time during subsequent years of the program. Like full-time students, flexible-time students are required to be registered for every successive session, including summers, following their first session of registration unless granted a leave of absence.

Candidacy
Once doctoral students have completed their coursework, comprehensive exam, and thesis committee formation they are eligible for candidacy. Full time students have to achieve candidacy by the end of year 3 or they are no longer enrolled. Flexible-time students have until the end of year 4 to achieve candidacy.

Registration FAQs
Can I change my registration status from part-time to full-time (and vice versa)?

With departmental approval, students may request to change their status in the degree program in which they are registered; that is, from full-time to part-time or part-time to full-time study. However, students in the flexible-time PhD cannot transfer to the full-time PhD, or vice versa. Also, because of guaranteed funding, requests to change from part-time to full-time MA where the applicant would be entering the first year of the MA program is not permissible since the first year is part of the guaranteed funded cohort.

The following changes in status are permissible.

• Change from the full-time MA to the part-time MA
• Change from the part-time MEd to the full-time MEd and vice versa
• Change from the part-time MA to the full-time MA provided that the applicant is commencing the second year of the full-time MA for which there are no funding implications

Students who apply for such changes should make their request in writing, and include a brief rationale for the change. Requests to change status in the MEd and in the MA as listed above, will be considered at any point in the year. A registered student wishing a change of status should email their request including a brief rationale for the change to Terry Louisy (terry.louisy@utoronto.ca). Once approved this change will be forwarded to the Registrar’s office for processing.

Can I transfer from the MEd to the MA?

The department considers the MEd and MA degrees to be distinct and separate. Students wishing to transfer from one of these degrees to the other should apply to do so before completing more than 2/3 of their course work. The MEd degree is geared towards professionals and practitioners and the MA degree, which requires a thesis, is considered a more research focused academic degree. Requests for transfer from the MEd to the MA program are considered on a case-by-case basis and not guaranteed.

To transfer, students must submit to their Program Assistants the following documentation:

1) a statement of intent explaining why the new degree is more appropriate
2) a DEGREE TRANSFER FORM: https://www.oise.utoronto.ca/orss/UserFiles/File/ProgramTransfer_balance_of_degree_fee.pdf
3) a letter of support from the student’s faculty advisor
4) a note of support from a faculty member in the program willing to supervise the MA thesis.

The student’s rationale should include reference to any research methods course(s) that the student has completed, or reference to any other evidence indicating an interest in completing a research based degree. Prior to submitting your application, it’s helpful to check in with your Registration Specialist in the Office of the Registrar and Student Services regarding the fees implications of a degree transfer.

Transfer requests are considered by a committee established by your Program and are subject to approval. Please contact your Program Assistant for deadline information.
Course enrolment for the Fall 2018 and Winter 2019 sessions began on June 20, 2018 via ACORN (Accessible Campus Online Resource Network) – http://www.acorn.utoronto.ca/. You may begin enrolment as soon as you have been issued an offer of admission letter. It is advisable to select your courses as soon as possible to improve your chances of adding all your choices. For Fall session courses, after September 4, 2018, you will require the approval of the course Instructor to complete course enrolment. The following steps must be taken for each course you would like to enrol in after the September 4th deadline:

1) Go to the Office of the Registrar and Student Services (ORSS) website to print the "COURSE ADD/DROP FORM": https://www.oise.utoronto.ca/orss/UserFiles/File/Forms/OISE_Course_Add_Drop_Form.pdf
2) Review the course offerings on the ORSS COURSE SCHEDULE website: https://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/
3) Contact the course instructor or attend the first scheduled class during the week of September 10th and ask the instructor if they would approve your enrolment in their course. If so, you will need to complete the course add/drop form and have them sign it.
4) Bring the Course add/drop form to the Office of the Registrar and Student Services on the 8th floor to complete your course enrolment.

Please note that you can still enroll in Winter session courses online (via ACORN/ROSI until December 12, 2018).

FULL-TIME STUDENTS can enroll in the following number of courses: Fall 2018/Winter 2019 Sessions – a minimum of 2 half-courses in each session up to a maximum of the equivalent of 6 half-courses over the Fall and Winter Sessions (i.e., a maximum of 3 half-courses in one session, 3 in the other session). Students wanting to register in a 4th half-course in 1 of the 2 sessions must register with a “course add/drop” form and not on ACORN.

PART-TIME STUDENTS can enroll in the following number of courses: Fall 2018 Session – 1 half-course and Winter 2019 Session – 1 half-course

VIEW OUR COURSE SCHEDULE
Visit the OISE Office of the Registrar and Student Services online timetable at the following website: http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html

The courses are listed in numeric order. You can filter the course schedule to see only courses in your home department. Your home department is “CTL” (Curriculum, Teaching and Learning). Your home department offers 3 graduate programs. The numeric digit in the course code designates to which program the course belongs.

- CTL 1000 series courses are Curriculum Studies and Teacher Development (CSTD) courses.
- CTL 2000 series courses are Language and Literacies Education courses (LLE). CTL 2000 series courses are Master of Teaching courses (MT). Only available to MT students.
- CTL 5000H to CTL5299H – Special Topics in Curriculum Studies and Teacher Development: Masters Level
- CTL 6000H to CTL6299H – Special Topics in Curriculum Studies and Teacher Development: Doctoral Level

Most masters level Special Topics courses will allow enrolment from both masters and doctoral students unless otherwise indicated on the online course schedule. In instances where course enrolment is actually limited to one degree level, course enrolment is normally possible only by permission of the course instructor.

Special Topics courses exclusive to students in the Master of Teaching program are numbered in the following range: CTL5700H to CTL5999H – Special Topics in Teaching

HOW TO INTERPRET OUR COURSE CODES
Course numbers (Activity Codes) are listed as a string of 9 characters (e.g., CTL1000H S)
- the first three letters indicate the department offering the course
- four numerals
- the first letter following the four numerals indicates the weight of the course
  - H = half-course; Y = full-course;
- the last letter (the Section Code) indicates when the course is offered:

<table>
<thead>
<tr>
<th>Fall/Winter Sessions:</th>
<th>Summer Session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F = September-December</td>
<td>F = May-June</td>
</tr>
<tr>
<td>S = January-April</td>
<td>S = July-August</td>
</tr>
<tr>
<td>Y = September-April</td>
<td>Y = May-August</td>
</tr>
</tbody>
</table>

COURSE ENROLMENT FAQ’S

THE CLASS I WANT IS FULL. CAN I STILL ENROL?
You may request that the SWS ‘list’ courses in which space is available. If the course you wish to add is full, you may place your name on an ACORN managed waitlist if the course section is ‘waitlistable’. If space becomes available, you will automatically be placed in the course. Waitlists are managed on ACORN until the deadline to add courses without the instructor’s permission which was September 4, 2018. See Information about WAITLISTING FOR COURSES for deadlines and other important information. If you are unable to get into the course by the beginning of the session, attend the first class to determine whether there will be a place made available for you. If you are accepted into the course, submit a COURSE ADD/DROP FORM with the course and section numbers, the session in which the course is offered, and instructor’s signature included on the form. The form must be returned to OISE Office of the Registrar and Student Services (8th Floor) by the published deadline for adding courses.

WHAT DO I DO IF MY COURSE IS CANCELLED?
There is always a possibility of cancellation of scheduled courses due to unanticipated low enrolment or staffing circumstances. The Department concerned will contact you as soon as possible if it is necessary to cancel any course that you have chosen. To find out about the other courses you can take instead, visit the ORSS COURSE SCHEDULE website and contact them for more information.

WHAT IS RST 9999YH ON ACORN/ROSI? DOES IT COUNT TOWARDS MY COURSE LOAD?
ACORN has the capability of automatically enrolling students in sets of courses at admission or when registration records are “rolled over” from one session to another. ACORN automatically loads the compulsory continuous course RST9999F-Research for thesis track degrees like the MA or PhD. This course does not count towards a student’s course load, but merely indicates that a student is enrolled in a thesis-track degree program.
TCARD AND UTORID

The two most important things a student will need to access resources are a TCard and UTORid.

TCARD
(ID/ACCESS CARD)

- Student identification
- In-person library privileges
- Student activities and services
- Athletics facilities
- Memory chip provides ‘cash value’ for photocopies, computer printing and meal plan

UTORID
(COMPUTER/LOGIN ACCOUNT)

- UTmail+, your @mail.utoronto.ca address
- Online library privileges
- QUERCUS: online learning and course management environment for your classes
- OISE computer labs and UofT Library computers
- Wireless Internet access on campus
- Housing information

GETTING YOUR TCARD

The TCard – the U of T student card – is our official university identification and is issued to all U of T students. You will need a TCard to get access to resources like the campus libraries, the Athletic Centre, student housing information and to activate your UTORid account.

The TCard services office is located in the Koffler Student Services Centre at 214 College Street on the first floor. Beginning in June you may visit the TCard Office in order to avoid the long line ups in September. For TCard office hours and required identification documentation, visit the TCard office website:

TCard Office: http://tcard.utoronto.ca/
UofT Libraries: www.library.utoronto.ca
Athletic Centre: www.athletics.utoronto.ca
Student Housing: www.housing.utoronto.ca

UTORID

Many technology-related services that are support-ed centrally by the University of Toronto require a UTORid account. A UTORid account gives you access to such services as the wireless network, computer access within U of T libraries and OISE computer labs, QUERCUS, UofT’s online learning and course management environment for your classes.

As part of the UTORid setup process, you will be asked to set up an e-mail address on the UTmail+ system (firstname.lastname@mail.utoronto.ca). New students “activate” your account on the UTORid main site using the secret activation key received with your TCard:

UTORid main site: www.utorid.utoronto.ca
Wireless Internet information: wireless.utoronto.ca

Please note that once you set up your UT email address, your student record on ACORN will be updated to reflect your official university email. Therefore, we may be contacting you at the new email address. Please check your UT email regularly for messages from us (or forward your UT emails to another account that you access frequently).

GET YOUR UTORID ACCOUNT
AFTER YOU HAVE YOUR TCARD

ACORN replaced the ROSI student web service as the student facing online records system at U of T. The UofT Policy on Official Correspondence with Students mandates that all students must have a university-issued e-mail address that is recorded in ACORN. Activating your UTmail+ is essential.

FINANCIAL MATTERS

TUITION AND FEES

We understand that financing your graduate education is an important consideration. The TUITION AND FINANCIAL SUPPORT website https://www.oise.utoronto.ca/oise/Tuition_and_Financial_Support/index.html is a good resource to bookmark, providing you with up-to-date information on:

- Tuition Fees
- Student Employment Opportunities
- OSAP & Student Loans
- Scholarship, award and bursaries

When considering award opportunities, the following should be kept in mind:

- The Department of Curriculum, Teaching and Learning is considered your “graduate unit” with respect to awards. Pay attention to graduate unit application deadlines. They will be emailed to you and posted on the CTL website. Your contact person in CTL is Michelle Pon, Graduate Liaison Officer.
- Email: michelle.pon@utoronto.ca Phone: 416-978-0051
- Most awards require you to be registered full-time at the time of taking up the award. Employment restrictions may apply. Refer to the eligibility criteria for each award you are interested in to ensure that you are eligible.
- Students who are receiving a Graduate Base Funding Package (i.e. PhD Full-time students in years 1 to 4, MA Full-time students in Year 1) should refer to the terms and conditions outlined in their funding letter or on the GRADUATE BASE FUNDING PACKAGE website: https://www.oise.utoronto.ca/oise/Current_Students/Graduate_Student_Funding/Graduate_Base_Funding_Package/index.html

A NOTE ABOUT AWARDS:

In addition to the award information found on the Tuition and Financial Support website, you may also want to bookmark the following site:

SCHOOL OF GRADUATE STUDIES: SCHOLARSHIPS AND AWARDS WEBSITE
http://www.sgs.utoronto.ca/currentstudents/Pages/Scholarships-and-Awards.aspx

KEY ELIGIBILITY REQUIREMENT:

As previously mentioned, students must be registered full-time to accept awards. If, at the time of application, you are in a part-time program, you can apply for these awards. If you are successful, you would need to change to full-time status in order to receive the award. Flexible-time PhD students are eligible to apply but there may be employment limits. Please read all eligibility criteria and application information on the agency websites.
Housing Services - St. George Campus

University of Toronto St. George Campus (UTSG) is located in the vibrant downtown Toronto core, providing students with the ability to experience what the city has to offer while also providing a close-knit community feel. The following housing options are available on the St. George campus.

UOFT Housing Services

Visit the UOFT Housing Services website for helpful information including Residence & Student Family Housing, Off-Campus Housing and Temporary & Summer Housing. You can also find Housing Tools or make an appointment:

http://www.studentlife.utoronto.ca/hs

Graduate House

Graduate House is a 423-bed, suite-style residence located at 60 Harbord Street and is home to both students from the School of Graduate Studies and students from six UofT faculties including Dentistry, Law, Medicine, Nursing, OISE and Pharmacy. For more information visit:

http://gradhouse.utoronto.ca/

International Transition Advisor (CIE)

OISE has partnered with U of T’s Centre for International Experience to host an international transition advisor at OISE. The advisor is available to assist all international graduate students on a large range of questions and concerns such as:

- Adjusting to Canadian life
- Where to find Citizenship & Immigration Canada support
- Accessing free resources for academic success
- Where to develop career strategies
- Or any other topic they may want to discuss

Our regular advisor Yaseen Ali is currently not available. In his absence other members of the CIE international transition advisor team are all happy to field inquiries and respond to student needs. Their contact information and hours are available at www.uoft.me/transitionaladvising.

You are invited to book an appointment if you wish to discuss your transition into OISE and U of T!

International Transition Advisor
Centre for International Experience | University of Toronto
Phone: 416-708-1208 | www.cie.utoronto.ca

Student Associations

Curriculum, Teaching and Learning Students’ Association (CTLSA) – Room 10-212

The CTLSA represents all graduate students in the Curriculum, Teaching, and Learning (CTL) department at the Ontario Institute for Studies in Education at the University of Toronto. We work in collaboration with OISE, administration and the Graduate Students’ Association (GSA) to ensure that students’ academic and professional needs are advanced. Connect with us on Social Media to know more about upcoming events:


International Students’ Association (ISA)

OISE’s International Students’ Association (ISA) arranges “buddies” for incoming students from abroad. It also holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students’ interests and represents international students on committees and councils established at OISE. It helps international students become woven into the fabric of the OISE community.

The ISA represents the international students’ perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students.

OISE Graduate Students’ Association (GSA) – Room 8-105

The GSA represents and advocates for graduate student interests at OISE. These interests include but are not limited to concerns on funding, academic and equity issues. They also provide support and services to individual students pertaining to graduate student life.

Part of the GSA membership is comprised of student representatives from each department. They also fill a considerable number of student seats on the influential OISE faculty council. If you’d like to get involved, please contact the GSA at gsa.oise@utoronto.ca or visit them in their office.

CIDE Student Association

The Comparative, International and Development Education Student Association (CIDE SA) is focused on the activities of the student body of CIDE. Though having distinct operations, the CIDE SA encourages students to participate in CIDE events & activities. The ways in which the CIDE SA supports and are involved in the larger CIDE community are numerous, and depend on the interests/needs of students involved each year as well as the evolving needs of the program and the CIDE advisory council. For information on how to get involved, contact them at:

[Email] oisecidesa@gmail.com [Web] http://www.oise.utoronto.ca/cidec/Students/CIDE_Student_Association.html

CUPE 3907 – Room 8-104

CUPE 3907 is the union that represents all Graduate Assistants (GAs) at OISE. If you have questions about your work as a GA, the terms of the collective bargaining agreement, or if you’re looking for opportunities to get involved, feel free to contact CUPE 3907
READING

You've done. Here are some common questions and basic answers.

The different systems for formatting references are admittedly a nuisance. See the advice file “Standard Documentation Formats” for an overview. But the real challenge is establishing the relationship of your thinking to the reading you’ve done. Here are some common questions and basic answers. continued...

1. Can’t I avoid problems just by listing every source in the reference list?

No, you need to integrate your acknowledgements into your own writing. Give the reference as soon as you've mentioned the idea you’re using, not just at the end of the paragraph. It’s often a good idea to name the authors (“X states and Y argues against X”) and then indicate your own stand (“A more inclusive perspective, however, . . .”). The examples on the next page demonstrate various wordings for doing this. Have a look at journal articles in your discipline to see how experts refer to their sources.

2. If I put the ideas into my own words, do I still have to clog up my pages with all those names and numbers?

Sorry—yes, you do. In academic papers, you need to keep mentioning authors and pages and dates to show how your ideas are related to those of the experts. It’s sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely, or just summarize it rapidly, you need to identify the source then and there. (That applies to Internet sources too: you still need author and date as well as title and URL. The file “Standard Documentation Formats” gives examples for a range of types.)

3. But I didn’t know anything about the subject until I started this paper. Do I have to give an acknowledgement for every point I make?

You’re safer to over-reference than to skimp. But you can cut down the clutter by recognizing that some ideas are “common knowledge” in the field—that is, taken for granted by people knowledgeable about the topic. Facts easily found in standard reference books are considered common knowledge: the date of the Armistice for World War I, for example, or the present population of Canada. You don’t need to name a specific source for them, even if you learned them only when doing your research. They’re easily verified and not likely to be controversial. In some disciplines, information covered in class lectures doesn’t need acknowledgement. Some interpretive ideas may also be so well accepted that you don’t need to name a specific source: that Picasso is a distinguished modernist painter, for instance, or that smoking is harmful to health. Check with your professor or TA if you’re in doubt whether a specific point is considered common knowledge in your field.

4. How can I tell what’s my own idea and what has come from somebody else?

Careful record-keeping helps. Always write down the author, title and publication information (including the specific identifying information for online publications) so you can attach names and dates to specific ideas. Taking good notes is also essential. Don’t paste passages from online sources into your draft: that’s asking for trouble. As you read any text—online or hard-copy—summarize useful points for yourself, whether electronically or in handwriting. If you record a distinctive phrase or sentence you might want to quote, put quotation marks around it in your notes to remind yourself that you’re copying the author’s exact words. And make a deliberate effort as you read to notice connections among ideas, especially contrasts and disagreements, and to jot down questions or thoughts of your own. If you find as you write that you’re following one or two of your sources too closely, deliberately look back in your notes for other sources that take different views; then write about the differences and why they exist. (See the advice file “Taking Notes from Research Reading” for more tips.)

5. So what exactly do I have to document?

With experience reading academic prose, you’ll soon get used to the ways writers in your field refer to their sources. Here are the main times you should give acknowledgements, with examples showing different ways of working them into your own prose. (You’ll notice many different documentation systems in the following examples; see the handout file “Standard Documentation Formats” for guidance and examples.)
a. Quotations, paraphrases, or summaries:

If you use the author’s exact words, enclose them in quotation marks, or indent passages of more than four lines. But it’s seldom worthwhile to use long quotations. In literary studies, quote a few words at a time and comment on them. In other disciplines, quote only when the original words are especially memorable; scientific writing rarely uses quotations. In most cases, use your own words to summarize the idea you want to discuss, emphasizing the points relevant to your argument. Be sure to document these paraphrases or summaries even when you are not using the exact original words. Mentoring the author’s name indicates where the borrowing starts and stops and gains you some reflected glory for responding to the experts.

e.g. As Morris puts it in The Human Zoo (1983), “we can always be sure that today’s daring innovation will be tomorrow’s respectability” (p. 189). [APA system]
e.g. Northrop Frye discusses comedy in terms of the spring spirit, which he sees as representing renewal and integration (Anatomy 163). The ending of The Tempest fits this pattern. [MLA system]

b. Specific ideas used as evidence for your argument or interpretation:

First consider whether the ideas you’re mentioning are “common knowledge” according to the definition in point 3 above; if so, you may not need to give a reference. But when you’re relying on ideas that might be disputed by people in your discipline, establish that they’re trustworthy by referring to authoritative sources.

e.g. In September 1914, more than 1300 skirmishes were recorded on the Western Front.8 [traditional endnote/footnote system]
e.g. Other recent researchers (4, 11, 12) confirm the finding that drug treatment has little effect in the treatment of pancreatic pseudocysts. [numbered-note system for biomedical sciences]

c. Distinctive or authoritative ideas, whether you agree with them or not:

The way you introduce the reference can indicate your attitude and lead into your own argument.

e.g. In 1966, Ramsay Cook asserted that Canada was in a period of instability (174). That period is not yet over, judging by the same criteria of electoral changeability, economic uncertainty, and confusion in policy decisions. [MLA system]
e.g. One writer (Von Daniken, 1970) even argues that the Great Pyramid was built for the practical purpose of guiding navigation. [APA system]

Updated 14 July 2010 by Dr. Margaret Procter, University of Toronto Coordinator, Writing Support

This handout is available online at www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

See also the list of advice files on academic writing at www.writing.utoronto.ca/advice.
Quick Reference Summary

Safety and Emergency Response at OISE

Emergency Numbers

(9) 911 – Police/Fire/Ambulance
416-978-2222 or (8) 2222 – U of T Campus Police
416-978-3636 – OISE Security
416-978-0031 – OISE Building Operations

Emergency Planning

Familiarize yourself with the location of nearest exit stairs
Familiarize yourself with the location of Fire Pull stations
Identify any mobility issues or others needing help
Keep aisles, hallways and doorways clear at all times

Alarm

Assume there is a real emergency
Evacuate the building quickly and completely
Use nearest stairs / DO NOT USE ELEVATORS
Exit the building entirely – stay away from the building
Do not re-enter the building
Wait for signal for U of T Responder before re-entering the building

Parking Garage / Parking Lot

Red Emergency buttons in parking garage
Emergency button on red pole / blue light in Bedford St. Parking Lot

Any Students at 252 Bloor Street, 371 Bloor Street or ICS (Walmer Road)

Familiarize yourself with Lockdown Procedures

Accidents

All accidents, injuries, illnesses that occur on University of Toronto property MUST be reported. Contact your instructor/supervisor immediately. You can also contact Security at 416-978-3636 who will provide First Aid assistance.

Accessibility

Accessible washrooms on Ground Floor (centre stairs), on 5th Floor Student Lounge, and in the Ground Floor Library.
Accessible parking spaces on P1, with accessible Pay Parking station.

More Resources and Support Services

Student Life

- Student Life Programs & Services - St. George Campus
  www.studentlife.utoronto.ca
- Support for Students with Disabilities and Other Needs for Accommodation
  www.oise.utoronto.ca/ss/accessibility_disability_services

Courses

- Selecting Courses (newly admitted graduate students)
  www.oise.utoronto.ca/go/graduate_students/Newly_Admitted_Students/Selecting_Courses.html
- Course Information
  http://www.oise.utoronto.ca/go/graduate_students/Continuing_Students/Course_Information/index.html
- Graduate Studies Course Schedules
  www.oise.utoronto.ca/go/graduate_students/Continuing_Students/Course_Information/Course_Schedules
- Information about Waitlisting for Courses
  http://www.oise.utoronto.ca/go/graduate_students/Continuing_Students/Course_Information/Course_Waitlist_Information.html

Academic Policies and Support

Code of Behaviour on Academic Matters
www.governingcouncil.utoronto.ca/policies/behaveac.htm

Code of Student Conduct

General Information on Writing Support
http://writing.utoronto.ca/

Graduate Conflict Resolution Centre
http://gradcrc.utoronto.ca/

Library Support
https://oise.library.utoronto.ca/

Ministry of Education & Training
www.edu.gov.on.ca

Student Services (OISE)
https://www.oise.utoronto.ca/orss/

SGS Graduate Supervision Handbook
http://www.sgs.utoronto.ca/innovations/bestpractices/Pages/Section-1-Introduction.aspx
COUNSELLING SERVICES
ACADEMIC SUCCESS CENTRE (UofT) | http://www.studentlife.utoronto.ca/asc
ACCESSIBILITY SERVICES | http://www.accessibility.utoronto.ca/
ANTI-RACISM AND CULTURAL DIVERSITY OFFICE | http://www.antiracism.utoronto.ca/
CAREER CENTRE | http://www.careers.utoronto.ca/
COMMUNITY SAFETY OFFICE | http://www.communitysafety.utoronto.ca/
FAMILY CARE OFFICE | http://www.familycare.utoronto.ca/
FIRST NATIONS HOUSE | http://www.fnh.utoronto.ca/
HEALTH AND WELLNESS SERVICES AND PROGRAMS | http://healthandwellness.utoronto.ca/
OISE PSYCHOLOGY CLINIC | http://www.oise.utoronto.ca/psychservices/
SEXUAL AND GENDER DIVERSITY OFFICE | http://sgdo.utoronto.ca/
SEXUAL HARASSMENT OFFICE | http://www.safety.utoronto.ca/
STUDENT HOUSING SERVICE | http://www.housing.utoronto.ca/
UNIVERSITY OF TORONTO GRADUATE STUDENT UNION (UTGSU) | http://www.utgsu.ca/
UNIVERSITY OF TORONTO STUDENTS’ UNION | https://www.utsu.ca/
UNIVERSITY OMBUDSPERSON | http://ombudsperson.utoronto.ca/

PROFESSIONAL DEVELOPMENT
OISE STUDENT SUCCESS CENTRE | http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_(OSSC)/index.html
SCHOOL OF CONTINUING STUDIES | https://learn.utoronto.ca
SGS GRADUATE PROFESSIONAL SKILLS (GPS) PROGRAM | http://www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx
LEADERSHIP DEVELOPMENT | http://www.studentlife.utoronto.ca/leadership.htm

BUILDING SECURITY AND PERSONAL SAFETY

1. In case of emergency, dial (9) 911 for assistance and report the incident to Campus Police at 416-978-2222.
2. If you observe anyone in the building or on your floor who is acting suspiciously or who may not have legitimate presence in the building, immediately contact OISE Security at 416-978-3636 or call U of T Police at 416-978-2222.
3. Do no leave cash, wallets, computers, electronics or other valuables unsecured in your office, classroom, washroom, meeting room, library or other public areas.
4. Ensure that laptop computers/tablets in offices are locked away when you are absent.
5. Ensure that office doors and lockable cabinets, etc. are locked at all times.
6. Do not leave keys in door locks or cabinets unattended.
7. Do not lend your keys to others.
8. Ensure that department main doors and areas that should be locked after hours are locked, remain locked and are not "propped" open.
9. Ensure that electronic data is regularly backed up, and store any backup media in a physically separate and secure location.
10. Do not leave packages, briefcases, knapsacks, laptop cases, etc. on the seats of your car when parked. Lock items out of sight in your trunk or better still, take them with you.
11. Staff or students working at night can utilize the University’s Working Alone Service. Register by calling 416-978-2323, give your location and you will be contacted periodically.
12. Staff or students who require an escort to their car, transit stop or to travel between University buildings are invited to utilize the University's Travel Safer program. Further information can be found at http://campuspolice.utoronto.ca/walksafe/. Note: there are time and day/date limitations for this service.
13. Use the sign-in and sign-out procedures when entering or leaving the building after hours and on weekends.
14. Carry University of Toronto identification with you at all times.
## DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING

### ADMINISTRATION

<table>
<thead>
<tr>
<th>Contact</th>
<th>Room</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rubén Gaztambide-Fernández</td>
<td>10-132</td>
<td><a href="mailto:r.gaztambide.fernandez@utoronto.ca">r.gaztambide.fernandez@utoronto.ca</a></td>
<td>416-978-0194</td>
</tr>
<tr>
<td>Cheryl Clarke, Program Assistant</td>
<td>10-108</td>
<td><a href="mailto:cheryl.clarke@utoronto.ca">cheryl.clarke@utoronto.ca</a></td>
<td>416-978-0245</td>
</tr>
<tr>
<td>Danny Cavanagh, Program Assistant</td>
<td>10-106</td>
<td><a href="mailto:danny.cavanagh@utoronto.ca">danny.cavanagh@utoronto.ca</a></td>
<td>416-978-0248</td>
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### CURRICULUM STUDIES AND TEACHER DEVELOPMENT PROGRAM

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<tr>
<th>Contact</th>
<th>Room</th>
<th>Email</th>
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<tbody>
<tr>
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### LANGUAGE AND LITERACIES EDUCATION PROGRAM

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### MASTER OF TEACHING PROGRAM

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### CTL STUDENTS’ ASSOCIATION | [WWW.OISE.UTORONTO.CA/CTL/LSA](http://www.oise.utoronto.ca/ctl/lsa)

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## RESEARCH CENTRES AND COLLABORATIVE PROGRAMS

### COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION (CIDE)

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- **CUS Administrative Assistant**: 10-108 | cusinquiries@utoronto.ca | 416-978-0245

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### OFFICE OF THE REGISTRAR AND STUDENT SERVICES

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### RESEARCH CENTRES AND COLLABORATIVE PROGRAMS

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| **REGISTRATION, RECORDS & SYSTEMS** • **FEE QUESTIONS** • **DEADLINES** • **GRADUATION** • **REGISTRATION INQUIRIES** • **GENERAL ADMINISTRATIVE AND POLICY QUESTIONS**
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