UNIVERSITY OF TORONTO

Brief for the Periodic Appraisal

of the

Collaborative M.A./M.Ed./Ed.D./Ph.D. Degree Program

in

Comparative, International and Development Education

Submitted to the

Ontario Council on Graduate Studies

July, 2003

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1 Introduction and Rationale

1.1 Core Argument

The Collaborative Program in Comparative, International and Development Education (CIDE) was initially proposed within OISE/UT in the Spring of 1996. It was formally approved by OCGS in the Spring of 1998 and became operational starting in the 1998-99 academic year. This new program has rapidly become very successful, attracting applications and new enrolments in numbers well beyond our initial expectations/hopes. It has also achieved a very high level of internationally recognized academic quality, easily ranking among the top programs in its field in the world.

Ensuring the future of this program is extremely important to the overall international standing of the Ontario Institute for Studies in Education at the University of Toronto. Most research intensive Faculties of Education ranked among the top ten internationally have devoted considerable resources to their Comparative, International and Development Education programs, in part to ensure the cosmopolitan and competitive nature of their overall standing internationally. Our goal is to see the Collaborative Program in Comparative, International and Development Education continue to rank alongside existing programs at Harvard, Stanford, Columbia, and the Universities of London, Stockholm and Hong Kong. This goal is in keeping with the broader emphasis placed by the University of Toronto in its current academic planning process on 1) interdisciplinarity, and the use of collaborative programs as a means to achieve it;

developing research and teaching programs which are of world-wide repute.

After only a few years of full-scale operation (although it built upon years of early program development work) the Collaborative Program in Comparative, International and Development Education is one of the largest collaborative programs within the University of Toronto (certainly within the Social Sciences). It directly addresses the need for the internationalization of research and teaching at OISE/UT. The recent internal and external evaluations highlighted above suggest that the long-term process of program creation, nurturing and development that began many years ago at OISE has now come to fruition. The pages following will flesh out that history and note where we plan to go next.

1.2 The Background

Some early history will be useful in providing a context for the growth within the past few years. Starting in the mid-

in Comparative and International Education. As faculty strength and student interest in this area

of the time) in the early 1980s, which included the OISE departments of AduA49004FLOí0ÐÓOí0ÿÄë!0ÉÓOÐÍÿÄÐÅN

the new Department of Curriculum, Teaching and Learning (CTL) was included, adding a Curriculum Program and Teacher Development base to the specialization. An additional effect of the merger was to bring to the new institution several faculty from FEUT with strong backgrounds and interests in comparative, international and development education who had not previously been able to be heavily involved in graduate studies. At the same time a proposal was developed for a new collaborative program in the comparative, international and development education field, which was submitted internally in spring, 1996. As noted above, this proposal was approved by OCGS in the Spring of 1998 and the Collaborative Program became operational in the 1998-99 academic year. By that time the admissions cycle for 1998-99 was essentially completed. Although we had not advertised the new Collaborative Program in advance of its approval, the possibility that it would come into existence had begun to spread by word of mouth, resulting in an increase in new enrolments. The 19 new students (up from 10 and 11 in the two previous years), who had been admitted and enrolled in the pre-existing specialization, were transferred upon their arrival into the newly established Collaborative Program. The new Collaborative Program was announced in the OISE/UT Graduate Studies Bulletin, and the University of Toronto Graduate Studies Bulletin for 1999/00. This brought in a flow of applications and new enrolments far larger than we had anticipated (or even imagined!). The growth in new enrolments, by degree program, is traced out in Tables 1, 2 and 3 below.

It now appears that after a few years of very steep growth in applications and new enrolments, these seem to be stabilizing at about 160-70 applications per year and an annual cohort of new enrolments around 30. The faculty resources available to the Collaborative Program, and the number of collaborating programs participating in the Collaborative Program,

interests and strengths of the faculty from the former FEUT became evident, and new faculty were hired, additional graduate program linkages with this new Collaborative Program became obvious and were pursued based upon student demand and emerging faculty strengths. During the academic year after this new Collaborative Program was approved by OCGS a variety of questions and issues arose about how best to administer such a program, in a rapidly developing and evolving environment. Consequently a long series of meetings were convened involving OISE/UT registrarial officials, graduate studies liaison officers from the involved departments, the administrative staff for the new Collaborative Program, and the University of Toronto School of Graduate Studies staff. One of the outcomes of those meetings was an agreement that, given the situation, the addi

process. Thus, in the list of Collaborating Programs noted below a distinction is made between

addition, it is worth noting that a strong effort is underway to draw in individual faculty resources from other related graduate programs across campus (i.e. development studies, comparative politics, economics, and geography). Moreover, a strong collaborative relationship is being developed with the Munk Centre for International Studies. Expanding those broader university-wide linkages is a major priority for the next few years.

The following graduate departments, and graduate programs within them, are linked to this Collaborative Program. In each program students may pursue M.Ed., M. A., Ed.D and Ph.D. degree programs linked with the Collaborative Program.

Thus, the proposal in 1996 and the approval/establishment in 1998 of this Collaborative Graduate Program in Comparative, International and Development Education did not represent the establishment of a new academic endeavour but rather the culmination and solidification of a long tradition. Given the local institutional history, and the inherently interdisciplinary nature of the field, the Collaborative Program rubric was a natural and obvious way to go when it became clear in 1996 that we had the resources and the potential student demand to develop a formalized program in this area. The scope and aims of this Program are well captured in the following brief quotation from the OISE/UT Graduate Studies Bulletin,

> The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed nations, from a variety of theoretical perspectives. This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the
>
> international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. (2003/04 edition, p. 158)

One of the distinguishing features of this program is the admission requirement that students must have at least one or two years of professional experience (operationally defined as post-undergraduate degree) in a cross-cultural environment. Students themselves thus bring to the program solid experience working professionally in education in places and cultural situations far removed from urban southern Ontario or similar situations. (For example, the 15 students in the Fall of 2002 offering of our required introductory course brought to that course serious professional experience from 18 different nations.) This broad and rich collective mix of experience in each new student cohort adds immensely to the learning of all involved.

It is clear from conversations with prospective students, students in the program, and graduates, that both the learning and the certification provided by this program are key to their career aspirations and destinations. M.Ed. students are rather evenly divided among two categories of career destinations: 1) teaching in primary/secondary schools or adult education programs in Canada, using their own international professional experience and the knowledge gained from the program for global education positions or, 2) international teaching or development work. In addition three recent M.Ed. graduates are applying to doctoral programs, and preparing Qualifying Research Papers to this end.

The M. A. applicants, students and graduates are primarily interested in proceeding on to doctoral studies, either directly or after further international project work. Of the graduates from this degree program thus far, most either are in or applying for doctoral programs, with a few in international development work positions before applying for a doctoral program.

Ed.D. and Ph.D. students are almost evenly divided between those who wish to pursue academic careers in universities and those who wish to pursue careers in senior management or program analysis positions in international development agencies or non-governmental organizations (or work as private consultants in this field). Since the program is relatively new, there are only four doctoral graduates to date. Among them, two are in academic posts, one is in an international organization/consulting position and one who successfully defended his thesis on May 5, 2003 and is applying for both academic and international organization positions. One of

these graduates received two of the highest honours available for his dissertation work - the award of best Ph.D. thesis of the year by both the American Educational Research Association and by the U.S. based Comparative and International Education Society in 2002.

We have been able to keep rather careful track of our graduates and their post-program careers. All note that the common learning experiences in this program, (eg. the required introductory course, the basic courses and the seminar series) and the certification it provides, have been very important in their ability to proceed in their careers after they have graduated. In

nding in the

literature of comparative, international and development education. The value added both in terms of research training and professional advancement -- is a major factor in explaining the

volunteer basis)

used by students from all of the collaborating programs and is maintained by a group of student volunteers and Graduate Assistants.

Core elements of these non-course activities are currently being brought together in a new interactive web site which went live in late Spring, 2003. Resources from a Canada Foundation for Innovation Grant are being used to develop a stronger database of faculty and student research, and to build a virtual research environment to enhance stronger international collaborations. These mechanisms all help to establish and maintain a sense of intellectual community and commonality among a large group of faculty and students spread across four departments and nine programs (and at any given time across much of the world).

5. Completion Of Program Requirements

All students enrolled in the CIDE Collaborative Program must complete the requirements

7. Administration

This Collaborative Program has an approved Director. It also has a Program Committee composed of a faculty representative from each participating graduate unit. The Program Committee initiates and recommends the appointment of a new Director to the Dean of SGS, after consultation with chairs/directors of participating graduate units and with the current collaborative program Director. The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs. The initial term is normally three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the participating graduate unit chairs/directors and the approval of the Dean of SGS. The Director and the Program Committee are responsible for the approval of admissions to the collaborative program, and are responsible for approving the completion of collaborative program requirements, including the granting of the collaborative program designation. The Committee and Director also recommend changes to the program, as required.

Professor Joseph P. Farrell has been the Director of this Program since its inception. He will be retiring in June 2005. Professor Karen Mundy, a doctoral graduate from the predecessor

University, has been designated to act as co-director of the Program over the next two years, and thereafter will take over the Directorship in total. Professor Mundy brings with her a Canada Research Chair position and a Canada Foundation for Innovation infrastructure grant, which will be used in part to support future programmatic development.

Co-Directors:

Professor Joseph P. Farrell
Curriculum Program, Department of Curriculum, Teaching and Learning
Cross-appointed to the Adult Education Program
Co-Director: 2003/04 -2004/05

Professor Karen Mundy
Adult Education Program, Department of Adult Education and Counseling Psychology
Cross-appointed to: The Department of Curriculum, Teaching and Learning

-

appears manageable and predictable. Given new thesis student funding policies and budgetary

applicants/admissions for 2003/04, it appears that there will be over the long term a small shift in the distribution of new registrants in the various degree programs over the next several years. At

students, and at the Doctoral level there will be a slight shift from Ph.D. to Ed.D. enrolments. Overall, it seems likely that we will have annual student intakes roughly as: M.Ed.: 15; MA: 10; Doctoral: 5. Since the demand for the Collaborative Program is so high we are in the position of being able to a large degree to control the admissions flow in relation to the resources available to us; thus these numbers can be seen not so much as predictions but rather as easily achievable targets for enrolments. (See Table 7)

level students, just under half are studying part time. Their time to completion necessarily varies a great deal. Among the earliest enrollees in this category, four completed within two to three

s the modal

time to completion is eighteen months to two years. It should be noted that most of the M.A. students, and a significant portion of the M.Ed. students, include international thesis field research or practica in their programs. Given that the program began in 1998/99, few doctoral students have yet graduated although many of the earlier cohort are nearing completion. Of the four doctoral graduates thus far, one completed in three years, the others in four years. Of those still in the program but at or beyond the thesis proposal stage, most plan to complete in either

four or five years, depending upon the logistics for and length of their international thesis field research.

In sum, this program is attracting very high levels of application. Currently the program can admit about 20% of those who apply. A consequence is that the involved faculty are able to be highly selective in terms of prospective student quality. This in turn is reflected, among other things, in the steady and rapid movement through their degree programs (especially considering that most included an international field component) and once graduated their quick employment in excellent positions related to their studies here.

Table 7:
Registrations Predictions for Next Seven Years (New Registrants)
By Degree

Degree	03-04	04-05	05-06	06-07	07-08	08-09	09-10
M.Ed.							

CIDE CORE COURSES

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CTL 6000 Introduction to Comparative, International and Development Education (Farrell)

Core CIDE Courses: Master's Level

AEC 1114 Comparative and International Perspectives in Adult Education (Shugurensky)
CTL 1312 Democratic Citizenship Education (Bickmore)
CTL 3015 Seminar in Second Language Literacy Education (Cummins/Cumming)
CTL 6002 Education and Social Development (Farrell)
CTL 6003 Comparative Education: The Development of Third World Education Systems (Wilson)
SES 1922 Sociology of Race and Ethnicity (Dei)
SES 1924 Modernization, Development and Education in African Contexts (Dei)
SES 1927 Global Economic Restructuring -- International Migration -- Immigration Policies
EC 1310 (Canada, US, Germany) (Folson)
TPS 1016 School Program Development and Implementation (Anderson)
TPS 1019 Diversity and the Ethics of Educational Administration (Portelli)
TPS 1825 Comparative Higher Education, Part I (Hayhoe)

Core CIDE Courses: Doctoral Level

CTL 6801 P shodolo es onparangEducation:l AS-5(r)30(stems)(W)-24ilson)

AEC 1181	Health, Healing and Knowledge of the Body: Education and the Self-Learning Process (Ng)
CTL 2806	Evaluation of Educational Policies (staff)
CTL 3008	Critical Pedagogy, Language and Cultural Diversity (Cummins)
CTL 3009	Education for Linguistic and Cultural Minorities: Comparative Policy Analysis (staff)
CTL 3018	Language, Planning and Policy (Labrie)
CTL 4013	Teacher Development: Comparative and Cross-cultural Perspectives (Farrell)
CTL 6001	The Planning, Implementation and Evaluation of Occupational Training Institutions and Programs (Wilson)
CTL 6797	Practicum in Comparative, International and Development Education (Staff)
CTL 6798	Individual Reading and Research in Comparative, International and Development Education (Staff)
CTL 6799	Special Topics in Comparative, International and Development Education (Staff)
SES 1912	Foucault and Research in Education and Culture: Discourse, Power and the Subject (Dehli)
SES 1925	Indigenous
SES 1953	Teaching Conflict and Conflict Resolution: Politics and Practic
SES 1956	Social Relations of Cultural Production in Education (Walcott)
SES 2999	Special Topics in Sociological Research in Education: Cultural ledges, Representation and Colonial Education: Sociological Implications in Education (Wane)
TPS 1017	The Economics of Education (Lang)
TPS 1020	Teachers and Educational Chang
TPS 1029	Multicultural and Diversity Policies in Comparative Perspective: Canada and the United States (Joshee)
TPS 1047	Managing Chang s in Classroom Practic (Anderson)
TPS 1400	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution (Levine)
TPS 1402	History of Modern European Education (Staff)
TPS 1415	The History of the Teaching Profession (Staff)
TPS 1420	European Popular Culture and the Social History of Educatio

TPS 1826 Comparative Higher Education: Part II (Hayhoe)
TPS 1829 Higher Technological Education and Training: A Comparative Perspective (Wilson)
JPG 1509 Gender Planning and International Development (Rankin, Geography)

Specialized CIDE Courses: Doctoral Level

AEC 3119 Global Perspectives on Feminist Education, Community Development & Community Transformation (Miles)
AEC 3131 Special Topics: Post-Colonial Relations and Transformative Education (Ng)
AEC 3131 Special Topics: Ethnography of Social Relations in Adult Education (Ng)
AEC 3131 Special Topics: Citizenship, Learning and Participatory Democracy (Schugurensky)
AEC 3132 Special Topics in Women in Development and Community Transformation (Miles)
AEC 3138 Social Theories and Adult Education (Daniel Shugurensky)
AEC 3140 Post-colonial Relations and Transformative Education (Ng)
AEC 3179

APPENDIX II

APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

Core and Supporting Faculty

AEC: Adult Education, Community Development and Counselling Psychology
CTL: Curriculum, Teaching and Learning
SES: Sociology and Equity Studies in Education
TPS: Theory and Policy Studies in Education
UT: University of Toronto

Core Faculty
Joseph Farrell, CTL, Co-Director
Karen Mundy, AEC, Co-Director
Stephen Anderson, TPS
Nina Bascia, TPS
Kathy Bickmore, CTL
Alister Cumming, CTL
George Dei, SESE
Grace Fuerverger, CTL
Rose Folson, SES
Ruth Hayhoe, TPS
Reva Joshee, TPS
David Livingstone, SES
Sharzhad Mojab, AEC
Daniel Schurgurensky, AEC
Dennis Theissen, CTL
David Wilson, CTL
Richard Wolfe, CTL

Supporting Faculty
Jim Cummins, CTL
Kari Dehli, SES
Glen Jones, TPS
Monica Heller, CTL
Dan Lang, TPS
Norman Labrie, CTL
David Levine, TPS
Angela Miles, AEC
Kiran Mirchandani, AEC
Jack Quarter, AEC
Paul Olsen, SES
Roxanna Ng, AEC
John Portelli, TPS
Alissa Trotz, SES
Ronaldo Walcott, SES
Njoke Wane, SES

Implícita, in Peiro, S. (Ed), *Violencia en el aula, curriculum y valores* Editorial Club Universitario. Alicante (España). Note: adapted from an earlier version in English, originally published in *Orbit* 29:4, 1999.

Selected Publications by Dennis Thiessen

Selected Publications by Nina Basia

Educational Reform, in Bascia, N. Datnow, A. and Leithwood, K. (Eds.) *International Handbook of Educational Policy*. The Netherlands: Kluwer Academic Press. pp. 24

Bascia, N. (2001) Pendulum Swings and Sediment Layers: Educational Policy and the Case of ESL, in Portelli, J. and Solomon, P. (Eds.) *The erosion of the democratic tradition in education: From critique to possibilities*. Calgary: Detselig.

Selected Publications by Reva Joshee

Joshee, R. (Forthcoming) Citizenship and Multicultural Education in Canada: From Assimilation to Social Cohesion, in Banks, J.A. (Ed.) *Citizenship education in ethnically diverse societies*. San Francisco: Jossey-Bass. (Anticipated publication October 2003)

Joshee, R. (Forthcoming) A Framework for Understanding Diversity in Education in India. (accepted for publication January 2003)

Higher Education

Selected Publications by Ruth Hayhoe

Hayhoe R. (2002) Teacher Education and the University: A Comparative Analysis with Implications for Hong Kong, *Teaching Education*. Vol. 13, No. 1. pp. 5-23.

Hayhoe, R. and Pan, J. (2001) Introduction: A Contribution to the Dialogue of Civilizations, in Hayhoe, R. and Pan, J. (Eds.) *Knowledge Across Cultures: A Contribution to the Dialogue among Civilizations*. Hong Kong: University of Hong Kong. pp. 1-24.

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Sociology in Education

Selected Publications by George Dei

Dei, G. (2000) Local Knowledges and Education Reforms in Ghana.

Selected Publications by Rose Baba Folson

Folson, B. (Fall 2003) (Ed.)

APPENDIX III

APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

Memorandum of Agreement

APPENDIX IV

APPRAISAL BRIEF FOR THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

NEW COURSES

Not applicable for this Program.

APPENDIX V

APPRAISAL BRIEF FOR THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

CALENDAR ENTRIES*

* These calendar and bulletin entries are for the academic year 2002/03. The Program as reported here, especially the addition of faculty and classes, will be reflected in the calendar entry for the next academic year.

OISE/UT Bulletin Entry

Collaborative Programs

Comparative, International and Development Education

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non- formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.
This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students

· Sociology in Education Program
Theory & Policy Studies in Education
· Higher Education Program
· History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements
Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 18.
NOTE: Applicants are asked to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator (see below).

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 19- 24), and departmental requirements as outlined elsewhere in this Bulletin, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants are strongly advised to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals.

Program Requirements
Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education (CIDE) basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

Core Courses

The following is a list of core courses offered by the collaborating departments. Masters level students are required to complete four CIDE core/specialization courses; the introductory course, CTL 6000 Introduction to Comparative, International and Development Education, one course from the core course list and two more course from the CIDE specialization and/or core courses. Doctoral students are also required to complete four CIDE core/specialization courses; the introductory course CTL 6000 Introduction to Comparative, International and Development Education, CTL 6801 Methodologies for Comparing Educational Systems and two courses from the CIDE specialization and core course list. The complete list of CIDE specialization courses is available from the Program Coordinator (see below).
SES 3942 I is a J
AEC 1114 Comparative and International Perspectives in Adult Education
AEC 3131 Special Topics in Adult Education: Global Governance and Educational Change
CTL6000H Introduction to Comparative, International, and Development Education
CTL6002H Education and Social Development
CTL6003H Comparative Education: The Development of Third World Educational Systems
CTL 6801 Methodologies in Comparing Educational Systems
TPS 1825 Comparative Higher Education Part I
SES 3942 Innovations in Education: A Comparative Analysis

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" in addition to the degree from their OISE/UT department.

Faculty Advisors
Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: K. Mundy (A4(ti)-3(ve)4(,)] TJET6al and D1 7ojogral and Dl .sfullnsk24 298ET3 132DCP(nterd)3J.6sDMi.

OISE/UT CTL BULLETIN ENTRY:

Comparative, International and Development Education

Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 156 - 157) and the School of Graduate Studies Calendar. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator (See below). Perspective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:
Joseph P. Farrell
Program Coordinator
Comparative, International, and Development Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Further details on courses and program requirements can be found in the collaborative programs section of this Bulletin (page ?)

CTL6000H Introduction to Comparative, International, and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and K. Mundy

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions And Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level
A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International and Development Education Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.
Staff

CTL6800H Controversial Issues in Development Education
This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently contro- versial issues with respect to the role of educational activities and programs in national development, with particular focus on devel- oping nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presenta- tions, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational SyPbl] TJ11 BT1 0 0 1 EMC /P <MCID 12>BDC BTr2

Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year. NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.
Staff

University of Toronto Calendar Entry

Comparative, International and Development Education (Collaborative Program) Graduate Faculty

Core Members
J. P. Farrell, BSc, PhD/Curriculum, Teaching & Learning
(Centre Head, Program Coordinator)
G. J. S. Dei, BA, MA, PhD/Sociology & Equity Studies in Education
R. Hayhoe, BA, MA, PhD/Theory & Policy Studies in Education
D. W. Livingstone, BA, PhD/Sociology & Equity Studies in Education
D. Misgeld, DPhil/Theory & Policy Studies in Education
S. Mojab, MEd, PhD/Adult Education, Community Development & Counselling Psychology
C. P. Olson, BA, MA/Sociology & Equity Studies in Education
D. Schugurensky, BEd, MEd, PhD/Adult Education, Community Development & Counselling Psychology
D. N. Wilson, BA, MSc, PhD/Curriculum, Teaching & Learning

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This Collaborative Program will interest Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems from which many

learners come in Canada's multicultural society. It will also interest international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.
The interests of students and faculty in this program range from the development of teaching and learning programs and policies dealing with specific educational, social, and economic problems to studies of the role of organized learning in the development of large social systems. Faculty experience and interests permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.
The Program is available to students e

APPENDIX VI

APPRAISAL BRIEF FOR
THE COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

SCHOOL OF GRADUATE STUDIES REVIEW