School of Graduate Studies

University of Toronto

November 26, 2004

Professor Vivek Goel
Vice-President and Provost
Room 225, Simcoe Hall
27 King's College Circle
University of Toronto

Dear Professor Goel:

At its meeting of November 23, 2004, the Council of the School of Graduate Studies approved the following motion:

> **THAT** SGS Council approve the proposal of the Department of Theory and Policy Studies in Education for a Coursework-Only Option for the M.Ed. in the Educational Administration Program, for inclusion in the School of Graduate Studies calendar on a permanent basis, effective September 2005.

The motion and supporting documentation are attached. Division II Executive Committee approved this proposal at its meeting of November 3, 2004.

On behalf of the Council of the School of Graduate Studies, I am presenting this item to Governing Council committees for information.

Yours sincerely,

Jane Alderdice
Secretary to SGS Council
and Coordinator of Policy, Program and Liaison

Encl. (1)
/gj

c.c.   S. Acker   N. Bascia   A. Drummond   C. Johnston   H. Lasthiotakis
       B. Mascall   V. Makarovska   C. Morgan   S. Pfeiffer   L. Yee
       S. Zaky (attachments)

H:Council/FollowUp/2004-2005/Nov 23/TPS, Educational Admin, MEd, coursework-only

Motion

School of Graduate Studies Council
Tuesday, November 23, 2004

Item 8.

8.   New Options Within Existing Programs

8.3   Educational Administration, Master of Education (M.Ed.) Program, Coursework-Only Option, TPS

MOTION (/   ) THAT SGS Council approve the proposal of the Department of Theory and Policy Studies in Education for a Coursework-Only Option for the M.Ed. in the Educational Administration Program, for inclusion in the School of Graduate Studies calendar on a permanent basis, effective September 2005.

See attached.

NOTE:
See rationale attached.

Division II Executive Committee approved this proposal at its meeting of November 3, 2004.

With SGS Council approval, this item will go to Governing Council committees for approval.

Graduate Proposal Requirements for Governance Form

1. Graduate Unit: Department of Theory and Policy Studies, OISE/UT

2. Graduate Program/s involved in proposal:

- Educational Administration Program, Master's of Education Degree

3. Contact name, e-mail address and telephone #:

Dr. Cecilia Morgan, Associate Chair, Department of Theory and Policy Studies
cecilia.morgan@utoronto.ca
(416) 923-6641 xt 2243

Dr. Blair Mascall, Educational Administration Master's Degree Coordinator, TPS
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(416) 923-6641 xt 2302

4. Previous Action Taken:

- The topic was discussed at an Educational Administration faculty meeting. A proposal was developed, presented to a subsequent faculty meeting. A further proposal was developed, in light of faculty input, and presented at yet another faculty meeting (7 October, 2004) at which it was approved by the faculty.

5. Brief Summary of Proposed Change:

This is a proposal to add a course-only option for the M.Ed. degree in the Educational Administration program in the Department of Theory and Policy Studies (TPS) at OISE/UT. Students will be required to complete ten half courses, of which four will be required courses, and six will be electives. This option will be offered in addition to the two other options already on offer (see attached Bulletin entry for description of all three options).

A new course, TPS 1050 Themes and Issues in Policy, Leadership, Change, and Diversity, will be designed to meet the needs of the students in this option. The attached course description has been prepared, describing the intent and content of this new course. The Educational Administration Program faculty are developing this course, and will present the full course outline within the next two months.

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6. **Proposed Effective Date:**

Effective Immediately

We propose to introduce this option as soon as is practical – certainly in time for the 2005-06 academic year. We would consider allowing students already registered in other options to transfer to this option on a case by case basis. Students who are still undertaking courses will be eligible to apply to switch to this new option.

7. **Rationale:**

The vast majority of our students in the Educational Administration M.Ed. program take courses part time, while continuing to work as educators or administrators in the field. Their interest in this degree is in the subject matter, rather than in the research skills. We would like to offer these students the opportunity to extend their reading and learning further, without requiring the discipline of undertaking academic research. Those of our students who wish to go on to do doctoral research can continue to be accommodated in Option II or Option III. The rest of our students would be better suited to the ten-course option.

Other Master's programs elsewhere in the University can be completed by courses only. This option has been approved as one of the four options possible for OISE/UT programs, and is now in use by the Second Language Education program within CTL, and the Higher Education program in TPS. We believe that the extent of work for students will be equivalent in all three Options.

8. **Financial and/or Planning Implications:**

There are no financial implications.

Submitted by: Cecilia Morgan, Associate Chair, Department of Theory and Policy Studies
(Chair of graduate unit or designate)

Date: 20 October, 2004

Revised OISE/UT Calendar Entry (new text in **bold**)
EDUCATIONAL ADMINISTRATION

<u>M.Ed. Degree Requirements</u>
There will be three options within the M.Ed. degree program in Educational Administration for all students. Students who begin their program in the 2005-06 academic year will be asked to select from the following three options:

Option II which is comprised of:
a) Three required courses
    TPS 1003 Conducting Research in Educational Administration
    TPS 1040 Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
    TPS 1041 Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS 1040 and 1041 should preferably be the first courses taken in a student's course of studies. TPS 1003 should be taken toward the end of the program of study. TPS 1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least three must be in Educational Administration. Student may choose to focus on one of the four research areas: policy, leadership, change, and social diversity.

c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:
a) Three required courses
    TPS 1003 Conducting Research in Educational Administration
    TPS 1040 Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
    TPS 1041 Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS 1040 and 1041 should preferably be the first courses taken in a student's course of studies. TPS 1003 should be taken toward the end of the program of study. TPS 1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Student may choose to focus on one of the four research areas: policy, leadership, change, and social diversity.

c) a comprehensive thesis to be carried out under the guidance of a faculty member.

OR

NEW TEXT
Option IV which is comprised of:
a) Four required courses:
   TPS 1004 Introduction to Research Literacy in Educational Administration
   TPS 1040 Educational Administration I: Introduction to Educational
   Administration: Policy, Leadership and Change
   TPS 1041 Educational Administration II: Social and Policy Contexts of
   Schooling
   TPS 1050 Themes and Issues in Policy, Leadership, Change, and Diversity
NOTE: TPS 1004, 1040 and 1041 should preferably be the first courses taken in the student's program of study. TPS 1050 should normally be taken as the final course in the student's program.

b) Six other half courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: policy, leadership, change, and social diversity.

New Course description:

TPS1050: Themes and Issues in Policy, Leadership, Change, and Diversity

This course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: policy, leadership, change and diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

Pre-requisites: TPS1004, 1040 and 1041. Priority will be given to students completing the 10-course M.Ed. in Educational Administration.

Faculty: Blair Mascall, Reva Joshee and staff