FOR APPROVAL **PUBLIC** **OPEN SESSION**

TO:	Academic Board
SPONSOR:	Susan McCahan, Vice-Provost, Academic Programs
CONTACT INFO:	(416) 978-0490, vp.academicprograms@utoronto.ca
PRESENTER:	See Sponsor
CONTACT INFO:	
DATE:	May 23, 2019 for May 30, 2019
AGENDA ITEM:	6

ITEM IDENTIFICATION:

New Graduate Program Proposal: Doctor of Education in Child Study and Education (EdD), Ontario Institute for Studies in Education

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new graduate programs and degrees. *(AP&P Terms of Reference, Section 4.4.a.ii)*

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for recommendation] (May 8, 2019)
2. **Academic Board [for approval] (May 30, 2019)**
3. Executive Committee [for confirmation] (June 10, 2019)

PREVIOUS ACTION TAKEN:

The proposal for the Doctor of Education in Child Study and Education received approval from the Ontario Institute for Studies in Education Council on April 24, 2019.

HIGHLIGHTS:

This is a proposal for a professional doctorate degree program called Doctor of Education in Child Study and Education (EdD) to be offered by the Department of Applied Psychology and Human Development, Ontario Institute for Studies in Education. Students will complete 4.0 full-course equivalents (FCE) consisting of: four required courses (2.5 FCE); two courses in one of three emphases (1.0 FCE), and a research methods course (0.5 FCE). Students will complete a thesis

(Dissertation in Practice). The program will be offered through hybrid delivery (face-to-face, online, blended courses) and there will be a cohort enroled every two years. The degree program is designed to be completed in 4 years.

The overarching goal of the degree program is to provide an advanced degree to professionals working in the field of education (or a highly related area) that will extend and expand their knowledge and expertise in two major and interrelated child study domains: 1. Special education (e.g., policy, perspectives, contexts, pedagogy) 2. Security, child and youth wellbeing (child and teacher mental health, resilience, learning environments, early years, equity). It is designed to prepare practitioners to extend their professional knowledge and practice to further develop their ability to be scholar-practitioners within child study. It will enable graduates to engage in advanced professional practice and understand how the field of child study can inform decision making in multiple contexts including the classroom. The degree program builds on the existing Master of Arts in Child Study and Education.

Potential applicants will have in-depth work experience, normally 3 years of current or recent work experience in an education related field within a school or community setting. They will also be able to identify how their work environment would be able to support and facilitate their research related to their problem of practice, which is a major outcome of the degree program.

Consultation took place within the Faculty and with industry leaders across a diverse range of professions, sectors, organizations and communities, including directors of education, superintendents, leaders in the corporate world, college presidents and CEOs.

The program was subject to an external appraisal on March 8, 2019 by Professors Deborah Stipek, Stanford Graduate School of Education, and Professor Tom Dana, College of Education, University of Florida. The appraisers made a number of suggestions, which resulted in changes to the program as described in the Dean's administrative response to the appraisal report.

FINANCIAL IMPLICATIONS:

The new financial obligations resulting from this program will be met at the divisional level.

RECOMMENDATION:

Be it Resolved,

THAT, subject to confirmation by the Executive Committee

THAT the proposed degree program, Doctor of Education in Child Study and Education (EdD) as described in the proposal from the Ontario Institute for Studies in Education dated April 3, 2019 be approved effective September 1, 2020.

DOCUMENTATION PROVIDED:

- *Proposal for a Doctor of Education in Child Study and Education*

UNIVERSITY OF TORONTO

University of Toronto
New Graduate Program Proposal

This template is for all proposals for new graduate programs. It will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Full name of proposed program:	Doctor of Education in Child Study and Education
Degree name and short form:	Doctor of Education, EdD
Program name:	Child Study and Education
Professional program:	Yes
Unit (if applicable) offering the program:	Department of Applied Psychology and Human Development
Faculty/division:	Ontario Institute for Studies in Education (OISE)
Dean's office contact:	Doug McDougall, Associate Dean, Programs Biljana Cuckovic, Assistant to the Dean, Policy and Planning
Proponent:	Earl Woodruff, Chair of Department of Applied Psychology and Human Development Katreena Scott, Associate Chair, Dept. of Applied Psychology and Human Development Rhonda Martinussen, Director of the Dr. Eric Jackman Institute of Child Study and faculty member of the Master of Arts in Child Study and Education program Yiola Cleovoulou, Program Chair of the Master of Arts in Child Study and Education within the Department of Applied Psychology and Education
Version date: (please change as you edit this proposal)	April 3, 2019

Development & Approval Steps	Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)
New Program Consultation Meeting	August 23, 2018
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	December 19, 2018
Decanal signoff *In signing off I confirm that I have ensured appropriate:* • compliance with the evaluation criteria listed in UTQAP section 2.3 • consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development • Consultation with faculty and students, other University divisions and external institutions	Doug McDougall, Associate Dean, Programs, designate for Glen Jones, Dean, Ontario Institute for Studies in Education, February 14, 2019
Provostial signoff *In signing off I confirm that the new program proposal:* • Is complete • Includes information on all the evaluation criteria listed in UTQAP section 2.3	Susan McCahan, Vice-Provost, Academic Programs February 15, 2019
External Appraisal	March 8, 2019
Unit-level approval (if required)	Not applicable
Faculty/divisional governance	Academic Programs: April 12, 2019 OISE Coucnil: April 24, 2019
Submission to Provost's office	
AP&P	May 8, 2019
Academic Board (if a new degree)	May 30, 2019
Executive Committee of Governing Council (if a new degree)	June 10, 2019
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities (where the latter is required)."	
Ontario Quality Council	July 12, 2019
Submitted to the Ministry (in case of a new degree)	July 23, 2019

New Graduate Program Proposal

Doctor of Education in Child Study and Education

Applied Psychology and Human Development

Ontario Institute for Studies in Education

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Instructions: Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-click on it and select "Update Field" and then "Update Entire Table."

1 Summary

Please provide a brief overview of the proposed program summarizing many of the points found in more detail elsewhere in the proposal. (You may wish to complete this section last.) This should include:

- A short, clear description of what is being proposed (including the normal program length, the appropriateness of the degree designation and program name including whether the proposed program is a professional graduate program or not; expected numbers of students).
- The academic rationale for the program (i.e., why this program).
- The impetus for the program's development.
- Any distinctive elements.

We are proposing a new **Education Doctorate** (EdD) program, the **EdD in Child Study and Education** within the Department of Applied Psychology and Human Development at OISE. This proposed EdD in Child Study and Education is a **professional graduate degree**, which will complement our existing Master of Arts in Child Study and Education (MA-CSE) program in the Department of Applied Psychology and Human Development. This proposed EdD will enroll 5 students in the first cohort and approximately 10 students in each subsequent cohort with enrolment occurring every two years.

Applicants will only be admitted to the program if they have with in-depth work experience in an education related field and have a current work position in the field. This requirement is present, as the students will need to have access to an environment in which they would be able to engage in research related to their problem of practice, which is a major outcome of this degree.

While this EdD will provide some courses in online or flex delivery mode, there will also be courses that will require face-to-face attendance including our fall and winter Year 1 courses and some Year 2 courses from one of three area of emphasis in the EdD that students can choose form.

Child Study involves the systematic study of the way children adapt and change in order to provide them with more supportive learning environments and increase the likelihood of positive outcomes. Our new proposed EdD in Child Study and Education emphasizes the scholar-practitioner model, which is also present in our existing MA program in Child Study and Education. The overarching goal of this proposed EdD in Child Study and Education will

be to provide an advanced degree to practitioners where they can extend and expand their knowledge and expertise in two major and interrelated child study domains:

1. Special education (e.g., policy, perspectives, contexts, pedagogy)
2. Security, child and youth wellbeing (child and teacher mental health, resilience, learning environments, early years, equity). As noted by Ainsworth in Volpe's (2010) text on security and children, security theory "captures the immediate experience of adequacy in any given situation (p. 46)"; that is, the ability to cope with various situations.

We expect our graduates to apply this expertise within their communities of practice. This advanced expertise will benefit children and communities as our graduates will be able to assist with the development of healthy, equitable, and effective learning environments. Our goals for the new EdD in Child Study and Education align with recent research in Ontario about the role of educators in change and improvement.[1, 2]

The department of Applied Psychology and Human Development at the Ontario Institute of Studies in Education (OISE) is unique in that it has a number of faculty members who are engaged in education related research in many different domains. These domains include language development in children who are English Language Learners, research on mental health, addictions and risk in adolescents, and child welfare. Currently, we do not have a professional doctorate that leverages the broad range of expertise of our faculty members who are deeply engaged in research and practice across multiple spheres of child study including mental health and well-being. Another impetus for program development was the expansion of the Dr. Eric Jackman Institute of Child Study (JICS). In addition to our Laidlaw Research Centre that provides additional research activities and support to members, we have the opportunity to provide practice-based development of research skills on problems of practice within the lab school at the Dr. Eric Jackman Institute of Child Study. The expansion also means, on a practical level, that we have the space to offer the Ed.D. in conjunction with the department of Applied Psychology and Human Development resources. Overall, these connections show that our proposed program will be able to leverage the expertise of faculty in the home department (APHD) and the strengths of JICS.

[1] Campbell, Carol; Lieberman, Ann and Yashkina, Anna. Teachers leading educational improvements: Developing teachers' leadership, improving practices, and collaborating to share knowledge [online]. Leading and Managing, Vol. 21, No. 2, Spring/Summer 2015: 90-105

[2] Boylan, M. (2016). Deepening system leadership: Teachers leading from below. Educational management administration & leadership, 44(1), 57-72.

Given OISE's new Academic Plan 2017-2022, we think that this is an optimal time to develop the EdD in Child Study and Education. It was noted within the theme of Transformative and Innovative Pedagogy of OISE's new Academic Plan (2017-2022) that there is a desire to redefine existing EdD programs and develop new EdD programs in order to set apart this professional degree from the PhD degree, and utilize it to enable advanced education study. We also believe that our Ed.D. is timely due to the current and much needed focus on educational systems as tools to enable broad indicators of student success such as was outlined by recent provincial documents (Supporting Minds: An Educator's Guide to Promote Students' Mental Health and Well Being).

2 Effective Date

September 1, 2020

3 Program Rationale

- Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?)
  - Describe the mode of delivery of the program if distinctive (including blended or online; placement, etc.) and explain why this is appropriate.
  - Include how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate speak to changes in the area of study or student needs that may have given rise to this development)
- Include (you may wish to use titles as headings):
  - Appropriateness of degree nomenclature and program name with reference to norms in the field and clarity.
  - Distinctiveness
    - Identify any innovative or distinguishing aspects of the proposed program
    - Briefly, place this program within the context of programs being offered by other universities in North America and Internationally. How is the proposed program similar to or different from existing programs at the U of T (as appropriate).
  - Describe the consistency of the program with the University's mission and graduate unit/divisional academic plan and priorities.

The proposed EdD in Child Study and Education is a professional doctorate, designed for professionals in the field of education or related professions (formal or otherwise) who are looking to advance their education and improve their practice. The name of the program, Child Study and Education, is based on the long history of Child Study at the University of

Toronto and elsewhere. The Insitute of Child Study (now the Dr. Eric Jackman Institute of Child Study) has been present at the University of Toronto since its inception in 1925. Child Study was the term used at the time to describe the work of the group of scholars from various disciplines including psychology and education. To this day, the institute is known for its focus on "child centredness" and the integration of education with psychology.

In our review of existing programs in Canada and elsewhere, we have not seen a program similar to this proposed program, that is, an Education professional doctorate that engages practitioners in advanced study of special education, wellbeing, mental health, and security through a child study lens. Our proposed program addresses areas of education within the Child Study framework. This EdD in Child Study and Education emphasizes a scholar-practitioner model designed to meet the needs of students with an interest in refining professional practice. Such students are those who are dedicated to the ongoing development of the field and innovations in practice within the field. The EdD aims to appeal to a different student population compared to a PhD. The EdD seeks to empower professionals wanting to become change agents in education, to bring about systemic change and enhanced practice in organizations and communities.

The program will consist of 4.0 FCE, 8 half-courses plus the thesis (Dissertation in Practice). In our exploration phase of the development of this EdD proposal, we learned that there is a desire from those in, or closely aligned with, the education system for an advanced degree in education. Departmental representatives consulted with a diverse group of twenty stakeholders including school Superintendents, a senator, a former deputy minister of education and a college president. There was strong support for innovative leadership models through advanced professional degrees that would increase capacity to address difficulty and complex challenges in settings such as education.

Academic Rationale:

In Ontario, there is a need for education professionals with:

a. expertise regarding how to design and systematically study learning contexts that support all students effectively and who can communicate their specialized knowledge and understanding of the needs of students with exceptionalities;
b. the ability to conduct high quality research aimed to support the development of healthy schools that foster teacher and student engagement and well-being, as well as mental health; and

c. the skills to identify challenges in education and address them through the application of pedagogical expertise and specialized knowledge of practice-based research methods (e.g., action research, program evaluation) and analytic tools study.

Our department presently has an EdD degree in Counselling Psychology, which focuses on advanced knowledge and practice pertaining to counselling. Our new proposed EdD in Child Study and Education builds on this scholar-practitioner model, which is a core characteristic of the MA in Child Study and Education program. The overarching goal of this proposed EdD in Child Study and Education will be to provide an advanced degree to practitioners where they can extend and expand their knowledge and expertise in two major and interrelated domains:

1. Special education (e.g., policy, perspectives, contexts, pedagogy)
2. Security, child and youth wellbeing (child and teacher mental health, resilience, learning environments, prevention and intervention, equity). As noted by Ainsworth in Volpe's (2010) text on security and children, security theory "captures the immediate experience of adequacy in any given situation (p. 46)"; that is, the ability to cope with various situations.

The learning outcomes section within this proposal reflect these and other major outcomes of this degree. Professionals within the education system who want to study these and related topics through a child study and psychological lens while incorporating current knowledge and practice in pedagogical approaches are our target population. A key demographic includes our MA-CSE and OISE's Master of Teaching graduates and others who work with children or youth (e.g., teachers, early childhood educators, speech and language pathologists, community-based educators, administrators). We strongly believe that creating an EdD in Child Study and Education will allow us to support professional development and the advancement of knowledge in domains related to child study. We expect our graduates to apply this expertise within their communities of practice.

Many of our faculty in the department of Applied Psychology and Human Development are scholars who are involved in policy, educational practice, and research that informs our understanding of child development, special education and adaptive instruction, mental health, educational practice, pedagogical practices, and theory. Our faculty recognize that educational change requires providing teachers, as well as those working in professions in or related to the field of education such as teacher leaders, administrators, consultants, and speech language pathologists with deep knowledge of the nature of educational problems. Change and innovation in practice also needs expertise in skills related to education inquiry

and observation, as well as advanced knowledge of research methods, evidence-based practices, and theoretical models that will enable them to design solutions to problems of practice that are equitable and effective. While many EdD programs focus on leadership at higher levels (e.g., school district, government), there is also a need for experts working directly with children in practice who can assist with knowledge mobilization and the establishment of instructional environments informed by research in development, learning, and teaching. Our goals for the new EdD in Child Study and Education align with recent research in Ontario about the role of educators in change and improvement.[3, 4]

A key characteristic of our proposed EdD is that we will require our students to understand how problems of practice are often interconnected and nested in various spheres of influence, from individual to societal macro levels (i.e., Bronfenbrenner's bioecological model[5],[6]) and use this knowledge to guide their research and professional practice. For example, provincial policy decisions affect the design and implementation of services to support students with special education and/or mental health needs. In turn, individual differences in children and youth and families may affect access to services and prevalence of special education needs.

Our EdD students will also delve deeply into pedagogical theories and practices that intersect with discussions of risk and resilience, equity, special education, and wellbeing. Current research shows one of the main barriers to the application of "knowledge" to "practice" within the education system is the disconnection of the research activities and findings from the realities of the problems in practice[7]. An EdD addresses this dilemma, as more practitioners will have an advanced knowledge of issues/processes relevant to their problems of practice, which, in turn, can further support research-practice collaborations within a variety of educational contexts. For example, although critical societal issues such as equity, accessibility, wellbeing, and mental health are at the forefront in discussions of educational

[3] Campbell, Carol; Lieberman, Ann and Yashkina, Anna. Teachers leading educational improvements: Developing teachers' leadership, improving practices, and collaborating to share knowledge [online]. Leading and Managing, Vol. 21, No. 2, Spring/Summer 2015: 90-105

[4] Boylan, M. (2016). Deepening system leadership: Teachers leading from below. Educational management administration & leadership, 44(1), 57-72.

[5] Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nuture reconceptualised in developmental perspective: A bioecological model. Psychological review, 101(4), 568.

[6] Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. Developmental psychology, 41(6), 860.

[7] Coburn, C. E., & Penuel, W. R. (2016). Research–practice partnerships in education: Outcomes, dynamics, and open questions. Educational Researcher, 45(1), 48-54

practices, systems, and policy (in Ontario, Canada, and beyond), knowing how to address these issues and build successful and sustainable changes to the system to solve these problems remains a challenge.[8, 9, 10]

The goal of this EdD program is to offer a professional doctoral degree to practitioners who desire to be a key driver of change and best practice and who wish to gain advanced knowledge and expertise in the areas of special education and/or wellbeing (e.g., secure child, security and mental health and education. This is an important goal because children and youth who do not receive appropriate support and instruction to mitigate their needs and build on their strengths are at risk for negative life outcomes[11,12]. In addition, children and youth who are provided with a secure and engaging environment are also those who show high levels of engagement and positive coping with adversity. There is a need, though, for those in the field of education (and related areas) to increase their level of knowledge and expertise to best design contexts that promote wellness, mental health, achievement, student and teacher engagement, and security.

Students in the EdD in Child Study and Education will acquire the highest level of knowledge and skills to analyze problems of practice critically drawing on recent research. They will also have the breadth and depth of knowledge to design an evidence-informed solution to a difficult problem of practice that clearly demonstrates their specialized knowledge and their understanding of a bioecological framework.

We believe that this is the right time to develop such a program. OISE's new Academic Plan 2017-2022, within the theme of Transformative and Innovative Pedagogy, calls for redefining existing and developing new EdD programs in order to differentiate this professional degree from the PhD degree, and raise and renew its reputation and relevance for a broad range of education leaders. One of the central recommendations during the departmental academic planning process was for APHD to rethink its curricula and pedagogy, and to explore and develop EdD programs that are pertinent and attractive to working professionals in

[8] Mazzer, K. R., & Rickwood, D. J. (2015). Teachers' role breadth and perceived efficacy in supporting student mental health. Advances in school mental health promotion, 8(1), 29-41.
[9] Moon, J., Williford, A., & Mendenhall, A. (2017). Educators' perceptions of youth mental health: Implications for training and the promotion of mental health services in schools. Children and youth services review, 73, 384-391
[10] Walter, H. J., Gouze, K., & Lim, K. G. (2006). Teachers' beliefs about mental health needs in inner city elementary schools. Journal of the American Academy of Child & Adolescent Psychiatry, 45(1), 61-68.
[11] Hakkarainen, A. M., Holopainen, L. K., & Savolainen, H. K. (2015). A five-year follow-up on the role of educational support in preventing dropout from upper secondary education in Finland. Journal of learning disabilities, 48(4), 408-421.
[12] McDougall, P., & Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence: pathways to adjustment and maladjustment. *American Psychologist*, *70*(4), 300.

counselling, psychotherapy, child study and education, developmental psychology and education, in policy and practice positions who want to pursue advanced doctoral studies. The proposed program is also aligned with the University's mission, namely "The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality" as indicated in the Statement of Institutional Purpose.

Distinctive /Innovative Aspects of the EdD in Child Study and Education

Nursery to Grade Six Laboratory School – One of the unique aspects of our program is our ability to connect students with the members of the JICS Laboratory School and the activities within it. The Lab School recently won the International Lab School of Year award and it is recognized by its peers for its strong commitment to child security, student engagement and wellbeing, equity, and excellence in teaching. While the JICS classroom teachers are not members of graduate faculty, their practical expertise in child development and pedagogy will be shared in our courses through guest lectures. Our students will be able to connect with the Lab School and engage in applied research skills in collaboration with the school community members as part of their course work in the Issues in Child Study and Education: Research, Policy and Problems of Practice. Action research is one method that will be studied. This type of research can be limited to a single individual (e.g., teacher) exploring a particular problem of practice or it may take a community-based approach or be collaborative in focus[13]. It requires candidates to pose questions, identify sources of data, analyze the data, and identify potential outcomes relevant to the problem of practice[14].

Cohort Model – The EdD in Child Study and Education will be cohort based and will admit approximately 5 students in the *Fall* of 2020 and 10 students every other year as outlined in the enrolment table. In addition, the program will use a mix of face-to-face classes, hybrid (flex) courses, and online courses drawing on Quercus, the University of Toronto's new learning management system. The EdD is not a fully online program as students will be required to attend the year one fall and winter courses in person. Lectures and course-based materials will also be available online for further student review and access. Students can complete all requirements in 4 years full-time. Courses such as the Research Proposal Development Course will require face-to face meetings and discussions supplemented with

[13],[14] Friedman, V.J., (2001). Action science: Creating communities of inquiry in communities of practice. In Peter Reason and Hilary Bradbury-Huan (Eds.). Action Research: Participative Inquiry and Practice (pp. 131-143). London: Sage.

online elements (e.g., partner or small group feedback on proposal elements). However, some students may be able to complete the requirements in under 4 years as they may complete all of the coursework in years one and two and could complete their thesis (Dissertation in Practice) in year 3. Completion of all of the first year courses is required prior to being able to complete the Research Proposal Development course in Year 2. Students who are unable to complete a year one course will be unable to enrol in the Research Proposal Development course. In Year 2, students will take two half-courses (1.0 FCE) within their selected area of emphasis, which can be in: 1) Early Years and Early Learning; 2) Special Education; or 3) Mental Health and Wellbeing; and then join Cohort 2 (next cohort enrolled) for the Research Proposal Development course.

Thesis (Dissertation in Practice) – The thesis (Dissertation in Practice) differs from the traditional model of a Ph.D. thesis in that the focus is on identifying solutions to problems of practice drawing on theory, research, and practitioner knowledge. Students will be required to frame the problem, investigate it drawing on multiple data sources including existing research and policy, and create a proposed plan for action and new knowledge addressing the problem of practice.

The thesis (Dissertation in Practice) is expected to have impact beyond that of traditional doctoral dissertations in education in that it will have meaningful generative impact on education practice and policy and be used by others in the field. The thesis (Dissertation in Practice) is in alignment with the research and research and scholarship doctoral degree level expectation, also defined in the table in section 10 of this proposal, that requires students to achieve *"The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication."*

The thesis (Dissertation in Practice) will be original, implemented in practice with attention to the context, and will most likely make a noteworthy contribution to educational practice. It will be novel in nature as it will create new understandings and provide new insights or techniques for practice improvement and will be of high quality and others will be able to draw on the output to improve practice.

4 Fields/Concentrations [Optional]

- Description of fields/concentrations, if any. (Please note: graduate programs are not required to have fields/concentrations in order to highlight an area of strength or specialization within a program.)

N/A

5 Need and Demand

- Provide a brief description of the need and demand for the proposed program focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, interest expressed by potential employers, professional associations, government agencies or policy bodies and how this has been determined. With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other
- universities in North America and Internationally (with specific reference to Canadian and Ontario examples).

Student Demand

Over the past few years, we have been exploring the possibility of creating an EdD in Child Study and Education and have received very positive feedback from current and former students. When we discussed this potential program with our current students in the Master of Arts in Child Study and Education program, the majority of the 120 individuals were interested and a substantial number were quite interested. We received 16 letters of support from former and current students who were all very interested in the EdD in Child Study and Education. In addition, 12 of the 16 individuals expressed interest in studying special education and/or mental health and well-being as areas of interest. The key themes in the letters of support for the EdD in Child Study and Education were a strong interest in the advanced study of special education, mental health, early years, and equity. There was also a strong theme related to the need for a practice-based degree as noted in the earlier quote where research and practical knowledge were integrated.

Societal Need

We reached out to individuals who either hold, or recently held, positions of responsibility in education to comment on their perceived need for such as degree. A former Superintendent of Education who remains involved in education and innovation noted in her letter of support: *"There is no question that there is a demand for a flexible doctoral program that focuses on problems of practice in our ever-changing and complex education and school environments. With*

its emphasis on rigorous and applied work that goes deep on issues directly relevant to mental health and wellbeing, innovative elementary pedagogies, and professional practice, it is very timely."

A recently retired principal with the Toronto District School Board stated in her letter, *"Teachers and school leaders must understand the intricacies of child development in order to grapple with the many influences that impact our students and their learning. In schools, we now are looking to teacher leaders to move school teams forward in gathering data and using the data to inform decisions to best understand our students and meet their educational, social and well-being needs. Students graduating from this program would be these leaders."*

Finally, a current principal at one of the three Provincial Demonstration Schools for students with learning disabilities in Ontario wrote, *"As a principal, for example, I find that I daily face complex needs and challenges that require multi-disciplinary teams to practice collaborative problem-solving. Our professional practice is thereby embedded in action research as we analyze student work, behaviour and the environment in an ongoing effort to maximize learning potential and optimize resources."*

These comments note that there is a clear need for expertise in multiple facets of child study to enable practitioners to create optimal environments for learning and wellbeing. These letters of support from individuals who have or are working within the educational system within positions of leadership highlight the challenges that education professionals face in their everyday work and the need for those with deeper knowledge and research and data-based decision-making skills.

Moreover, Dr. Steven Katz, faculty member in APHD held discussions with leaders of education and related institutions. One of his respondents, Lucia Reece, Director of Education of Algoma District School Board notes that *"Imagine, in the education sector alone, the impact of having leaders "working from within" to improve their own practice, to model life-long professional learning and to sustain Ontario's world-class education system."* While we do not describe the EdD in Child Study and Education as a leadership-oriented degree per se, its emphasis on child study, cycles of inquiry, professional expertise in research, practice, and policy implications, will produce graduates who are able to be creative, informed, critical experts. They will be able to view challenges of professional practice through a bioecological lens noting the various influences on outcomes and designing solutions to practice that are not simplistic nor uninformed by theory and research.

In our review of existing programs in Canada and elsewhere, we have not seen a program similar to this proposed program, that is, an Education professional doctorate that engages practitioners in advanced study of special education, wellbeing, mental health, and security through a child study lens. Our proposed program addresses areas of education within the Child Study framework. Moreover, although not the only focus of this proposed EdD, we want to highlight the importance of having an advanced degree for education professionals that focuses on well-being and mental health. For example, a recent national survey of teachers in Canada found that 9 in 10 teachers reported that they taught children with mental health difficulties and that disorders such as attention deficit/hyperactivity disorder, learning disabilities, and autism spectrum disorder were "pressing concerns".[15] Moreover, 87% of the teachers surveyed "agreed that a lack of adequate staff training in dealing with children's mental illness is a potential barrier in providing mental health services….". We anticipate that graduates from the EdD in Child Study and Education will contribute to educational systems, for example, in the area of resources for working with students with mental health and/or special education needs. In addition, such work needs to occur within a broader equity-based perspective while also considering the numerous interacting factors facing children and youth.[16] Moreover, we hope that providing a greater number of scholarly practitioners who focus on mental health, special education, and education hopefully would reduce stigma for children with mental health difficulties at school and reduce the gap between "best practice" and enacted practice[17.] Our key "themes" also fit with OISE's academic plan in which there is an emphasis on "equity, diversity, and accessibility", as well as on "well being and mental health", and "transformative and innovative pedagogy". For example, a key objective of the academic plan is to "influence policy, research, and practice on wellbeing and mental health in schools and communities…" (p. 20). Scholarly-practitioners who graduate from our program will be able to meet these objectives through their own research and through their own transformative work within their practitioner setting.

[15] Froese-Germain, B., & Riel, Richard. (2012) Understanding teachers' perspectives on student mental health: Findings from a National Survey. Canadian Teachers' Federation Report. https://www.ctf-fce.ca/Research-Library/StudentMentalHealthReport.pdf

[16] Pittman, L. D., & Richmond, A. (2007). Academic and psychological functioning in late adolescence: The importance of school belonging. *The Journal of Experimental Education*, *75*(4), 270-290.

[17] Hoover, S.A. (2018). When we know better, we don't always do better: Facilitating the research to practice and policy gap in school mental health. *School Mental Health*, *10*, 190-198.

Similar Programs at Canadian Universities

Institution	Program	Program Description
Western University	Doctor of Education (EdD) in Educational Leadership Online format 3yrs	Teaches seasoned educators and professionals specific, research-informed leadership practices, and prepares them to appropriately apply their learning to their own workplace and leadership roles.
University of British Columbia	Doctor of Education (EdD) in Educational Leadership and Policy 3yrs	Provides advanced preparation for education practitioners with leadership and policy responsibilities in both formal and informal settings.
U of T, OISE, Department of Applied Psychology and Human Development	Doctor of Education in Counselling Psychology, Counselling & Psychotherapy Field (EdD) 4yrs	Primarily for students who are already engaged in a career in counselling services in an educational and/or community setting.
U of T, OISE, Department of Leadership, Higher and Adult Education	Doctor of Education (EdD) in Higher Education 4yrs	This EdD program provides the knowledge and research skills students need to pursue careers in colleges, universities, government agencies, professional associations and international organizations as a higher education expert.
U of T, OISE, Department of Leadership, Higher and Adult Education	Doctor of Education (EdD) in Educational Leadership and Policy 4yrs	Specifically designed for working professionals in schools and other educational institutions who want to develop the intellectual and research skills that will help them refine their practice as leaders in education.
University of Toronto, OISE, Department of Social Justice Education	Doctor of Education (EdD) in Social Justice Education 4yrs	Offers activist-scholars the opportunity to apply research informed knowledge in the social sciences and humanities to complex challenges in contemporary education, within and beyond the classroom.

6 Enrolment

- Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. This table should reflect normal estimated program length. (Please adjust the table as necessary.)
- Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan.

We see this proposed EdD as being of interest to both domestic, as well as international students. The program is open to all eligible applicants and we anticipate a domestic to

international mix of 70 to 30 percent based on enrolment trends in our existing programs, especially our MA in Child Study and Education program.

Table 1: Graduate Enrolment Projections

	Academic Year 2020/21 # of students	Academic Year 2021/22 # of students	Academic Year 2022/23 # of students	Academic Year 2023/24 # of students	Academic Year 2024/245 # of students*
Year 1 (if relevant)	5 (cohort A)		10 (cohort B)		10 (cohort C)
Year 2 (if relevant)		5 (cohort A)		10 (cohort B)	
Year 3 (if relevant)			5 (cohort A)		10 (cohort B)
Year 4 (if relevant)				5 (cohort A)	
Total	5	5	15	15	20

*Steady state

7 Admission Requirements

- Provide a formal statement of admissions requirements, as they will appear in the SGS Calendar entry.
- Indicate the undergraduate or master's programs from which students may be drawn.
- Explain any admissions requirements that are above or in addition to the normal minimum requirements for a graduate program at this level (including higher GPA, specific knowledge or skills; additional language, portfolio, letters of intent, etc.)
  - How will they help to ensure students are successful?
  - How do they align with the learning outcomes established for the program?

Formal Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below. Applicants must have the following to be admitted to the EdD program in Child Study and Education:

- A master's degree: an MA or MEd degree in Education (e.g., Master of Arts in Child Study and Education, Master of Education degree, Master of Teaching degree) with high academic standing (equivalent to a B+ or better) from a recognized university. Applicants with master's

degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses in Developmental Psychology and/or Child Study.

- Letter of Intent: Applicants must submit a well-written letter of intent in which they highlight their research interests, provide some insight into the problem of practice they are currently wishing to address, and describe their professional experiences and how these related to their research interests and proposed problem of practice.
- Normally applicants will have in-depth work experience (i.e., normally a minimum of 3 years of current/recent work experience) in an education related field within a school or community setting. They should be able to identify how their work environment would be able to support and facilitate their research related to their problem of practice, which is a major outcome of this degree.
- Letter from employer supporting the applicant's goals and ability to conduct their applied research within the school or community setting is required.
- Applicants who hold a MEd or other non-thesis master's degree must submit evidence of their ability to identify a research question or problem, to design and conduct a research study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP) or Major Research Paper (MRP). Applicants who do not have a QRP or MRP must provide a writing sample that highlights their ability to write clearly and analytically about issues in education and/or child study. Examples include a single authored master's-level course paper, a policy document, or a professional publication.
- Normally, an interview is required prior to admission.

Explanation of Admission Requirements

As an education doctorate is a professional degree related to problems of practice that are typically within the focus of an educationally related environment, we are asking that potential students have substantial professional experience in an educationally-related context. This is because our program is designed for those individuals with considerable professional experience who want to gain advanced knowledge and expertise. Moreover, applicants should be able to identify a practice-based professional environment in which they would be able to engage in their research inquiry in the thesis (dissertation in practice). In addition, they need the support (i.e., letter from their employer) for the research to be conducted as part of the applicant's EdD. This requirement ensures that applicants are able to make the connections between theory, research, and practice while in the program.

Given the rigorous nature of the Ed.D. Program and doctoral studies in general, we want potential students who completed a Master's degree without a thesis component to provide evidence of the ability to write clearly and think analytically about education and child study by submitting a Major Research Paper as evidence during the application process. We also wish to determine the applicant's

ability to communicate their interests and fit with the program and thus we have included an interview (video or in person) as part of the admission's requirements).

8 Program Requirements

- Please provide a full SGS Calendar entry including a formal program description as it will appear in the calendar and program requirements, including for any fields/concentrations.
- Describe in your own words how the program is structured and is intended to function with particular reference to how the requirements and structure of the program are appropriate to the learning outcomes. (Note that the specific learning outcomes and the elements that support them are outlined below.)
- As an appendix, please provide a full list of all courses including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. (Please note that new courses need to be proposed and approved separately.)

For Calendar copy, please see Appendix B.

The goal of this program is to develop scholars in practice in education or within the broader education sector, who are interested in developing the skill set and knowledge base to approach problems in education with research-based solutions. The program will include a variety of teaching modes including a combination of in-class, online, and blended or mixed mode courses drawing on Quercus, the University of Toronto's learning management system. Courses in year one will be taught face-to-face or via flex mode (which are courses that students attend either face to face or online in real time). In flex mode classes, some students may be in class and others participate online at the same time, so similar to a face-to-face course in terms of class interactions among students. In addition, the lectures are archived, so students can access the archives at any time.

Students will also have the opportunity to connect to the university face to face and will work closely with faculty through courses and thesis supervision to meet the learning goals of the EdD. They will also have opportunities to spend time in classrooms conducting research and learning research skills and applied research methods such as an "action research" process of inquiry within the Lab School at the Dr. Eric Jackman Institute of Child Study when enrolled in the Issues in Child Study and Education: Research, Policy, and Problems of Practice course. The goal of this component of the program is for our

candidates to enhance their practice-based development of their research skills in the lab school and to collaborate with the teachers to develop their skills and knowledge of this core pedagogy[18].[19]
As we are requesting applicants to our program to identify a setting in which they are able to apply their knowledge to their problem of practice, students will be encouraged to make strong connections between the content of the courses and their own insights into their work setting for their problem of practice. JICS will be primarily connected to the EdD through the first course where students will be asked to develop skills for professional inquiry by taking part in the phases of an applied (e.g., action research) project on an identified problem of practice with the educator.

9 Program Description

- Section 6 focuses on academic requirements; this section focuses on the mechanics of the proposed program.
- Explain if the program will be offered on a full-time basis only or will also be offered part-time and if so, why.
- What is the program length for both full-time and part-time students? Address how the program requirements can reasonably be completed within the proposed time period.
- Describe the mode of delivery of the program if distinctive (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.
- Describe how any distinctive elements of the curriculum (e.g., Internships, etc.) will be administered.
- Describe how the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
- For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The EdD in ***Child Study and Education*** is a four-year, full-time program (however some students may be able to complete the program in under 4 years), including the summer session. It has been designed with the expectation that students will be working professionals. It consists of 4.0 FCE (8 half-courses plus the thesis [Dissertation in Practice]).

[18] Buss, R. R. (2018). Using Action Research as a Signature Pedagogy to Develop EdD Students' Inquiry as Practice Abilities. *Impacting Education: Journal on Transforming Professional Practice*, *3*(1).
[19] Buss, R. R., & Zambo, D. (2016). Using action research to develop educational leaders and researchers. *The EdD and the scholarly practitioner*, 137-152.

The EdD in Child Study and Education offers a comprehensive, sequenced, integrated program of study. It requires students to be enrolled in face-to-face or flex classes in Year One. Students will be required to complete 1.0 FCE in one of three **Emphases** in Year Two and may need to take those courses on campus. The emphases are: 1) Early Years and Early Learning; 2) Special Education; and 3) Mental Health and Wellbeing. Each emphasis will consist of carefully selected courses that will allow students to gain a deeper understanding and expertise in the two interrelated domains of the EdD: (1) special education; and (2) security, child and youth wellbeing. In addition to achieving the depth and breadth of knowledge, the selected emphasis will also support and focus students' work on their thesis (dissertation in practice).

The Research Proposal Development course in Year Two may be completed face to face or online via flex delivery mode and will provide a group-supported context with a faculty member to support the development of the proposal. The Research Proposal Development course will complement the thesis advisor/student relationship and support by providing students with a community of learners to work through proposal development. The thesis supervisor will engage in regular meetings with their EdD students as would be typically expected. We have also included one course on decision-making theory and systems change, which will be offered in the winter of Year 3 that will serve several purposes. First, it will provide students who are likely to be in the position of "influencers" within their setting with a knowledge of systems change theory and an understanding of how to influence decision-making and practices within settings. This course will also provide a community of support and connection for students in their third year with each other and a faculty member to promote continued engagement and progress with the thesis (dissertation in practice).

Please note that Flex mode courses in our department at OISE are courses that students can attend face to face or online. Some students may be in class and others participate online. In addition, the lectures are archived, so students can access the archives at any time. The online environments are supported by the university's Quercus technology, a web-based collaborative workspace where students can engage in in-depth inquiry. Flex mode courses facilitate discussions and learning to continue beyond the in-class lecture, providing an interactive forum for ongoing engagement and learning. APHD was one of the first departments to develop and introduce flex mode courses, combining synchronous, asynchronous and media components providing students with increased flexibility in course participation. OISE's Education Commons has an extensive history of providing and supporting a range of collaborative technologies, with over 500 fully or partially online course

offerings annually. Several faculty including Dr. Martinussen have experience teaching in flex mode. This Research Proposal Development course will provide students with the opportunity to work with a community of learners with expert faculty guidance to complete the research proposal.

Students will have opportunities to work independently and collaboratively. Collaborative online environments (e.g., via Quercus) will enhance learning and allow for collaboration with other students and instructors, to engage with the subject and participate in knowledge building. Students will not be able to complete this program as a fully online program. There will be a need for students to meet, discuss, and observe (e.g., in the Lab School as part of coursework) in Year One.

Program Timeline

Year 1	Fall	Winter	Summer (May-August)
	APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice	APDXXXXH Advanced Study of Critical Issues in Special Education, Mental Health and Security	APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Resarch for Decision-Making APDXXXXH Research Proposal Development
Year 2	Fall	Winter	Summer (May-August)
	Half-course: selected from one of the three areas of Emphasis	Research Methods half-course selection from list	Half-course: from the selected area of Emphasis
Year 3	Fall	Winter	Summer (May-August)
		APDXXXXH Decision-Making and Systems Change Theory	
	Thesis (Dissertation in Practice)		
Year 4	Fall	Winter	Summer (May-August)
	Thesis (Dissertation in Practice)		

Whereas the Province's Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. This proposed program complies with this requirement.

A defining feature of the department of Applied Psychology and Human Development within which this program resides is its recognition and understanding of diverse individual

differences, with well-being and mental health as a key organizer and commitment to equity and inclusiveness. All programs in the department, including the proposed EdD in Child Study and Education are connected by a shared interest in understanding individual differences in development, learning, and mental health. Our faculty hold significant expertise in understanding individual differences in learning, development, adjustment to school and work environments and in factors that promote adaptation in these environments. This is reflected in our programs and courses in which universal design principles are used to guide course design and delivery. Consistent with our core values and with University of Toronto policy and practice, academic support and/or accommodation for students are provided through a wide range of support services.

Academic Support and/or Accommodations for Students

Assistance with a wide range of academic support services and health and well-being supports are available through OISE Student Services in the Office of the Registrar and Student Services (ORSS) http://www.oise.utoronto.ca/orss/. If a student needed to withdraw for a term for unanticipated reasons, the only year where they would need to wait would be Year One. Subsequent years have more flexibility and thus the student would be able to work with their course instructor (e.g., in Year 2, Thesis Development) or supervisor (Year 3 or 4). Academic Support and/or Accommodations for Students services include:

- Accessibility and Disability Services
- Counselling Services and Resources
- OISE Student Success Centre (OSSC)

10 Degree-Level Expectations (DLEs), Program Learning Outcomes and Program Structure

- Identify the specific learning outcomes for the proposed program for each of the DLEs and describe the elements in the program's requirements that support these.

Table 1: Doctoral DLEs

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
Expectations: This Doctor of Education in Child Study and Education awarded to students who have demonstrated:			

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
1. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.	**1** Critically analyze programs and practices in K12 education by drawing on advanced knowledge of concepts, theories, and frameworks from child study, special education, and mental health and education. **2** Demonstrate specialized knowledge of child study for practice and inquiry through the integration of practice-based and research knowledge, drawing on a bioecological model of development. **3** Demonstrate an understanding of factors that influence decision-making in practice and knowledge of how to change systems	The program design and requirement elements that ensure these student outcomes for **Depth and Breadth of Knowledge** are: APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice APDXXXXH Advanced Study of Critical Issues in Education, Mental Health, and Security APDXXXXH Research Proposal Development Courses (0.5 in methods; 1.0 from one of the three selected areas of Emphasis) Thesis (Dissertation in Practice) APDXXXXH Decision Making and Systems Change Theory	The assessments in APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice (0.5 FCE): • Applied Research Skills and Project Report that also includes a connection to a policy or issue analysis in K-12 education • Short paper describing researchable Problem of Practice Assessments in APDXXXXH Advanced Study of Critical Issues in Education, Mental Health, and Security are: • Analysis and critique of a program used in education for special education or mental health using research literature as basis of critique • Major research paper discussing bioecological model in relation to problem of practice in K-12 education (mental health, wellbeing, resilience, security, special education) Assessments in the two half-courses within a chosen area of Emphasis allow students to demonstrate depth and breadth in specialized topics and methodology throuhg course papers, individual and group assigments and projects.

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
			APDXXXXH Decision Making and Systems Change Theory will allow students to demonstrate their understanding by create an oral presentation and a major paper describing how they can utlize knowledge of systems change and decision-maiking to create change to address their problem of practice Final Oral Exam (FOE) allows students to deomonstrate specialized knowledge related to problem of practice Thesis (Dissertation in Practice) includes literature review and discussion of findings with awareness of key issues and contributions to the field.
2. Research and Scholarship • The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; • The ability to make informed	**4** Conduct novel and high quality research investigations and produce new related to educational practice in child study. **5** Provide meaningful and substantive contributions to scholarship in special education and/or child well-being and mental health. **6** Evaluate and select appropriate research methods for addressing problems of practice in the areas of special education	The program design and requirement elements that ensure these student outcomes for **Research and Scholarship** are: APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice APDXXXXH Advanced Study of Critical Issues in Special Education, Mental Health, and Security APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making	Assessments in APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice: • Research Project Report allows students to demonstrate development of research skills related to action research including question development, literature review, data gathering, data analysis, and communication of findings. Assessment in APDXXXXH Advanced Study of Critical Issues in Special Education, Mental Health, and Security:

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
judgments on complex issues in specialist fields, sometimes requiring new methods; and • The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	and/or child well-being and mental health.	APDXXXXH Research Proposal Development Three half-courses (0.5 methods, and 1.0 in one of the three selected areas of emphasis) will enhance students' understanding of diverse methods that can be used to address particular problems of practice. They will also provide sufficient background in the two interrelated domains of the EdD (1) special education; and (2) security, child and youth wellbeing) to allow students to extend this knowledge in their original research. Thesis (Dissertation in Practice). This culminating work will provide students with the opportunity to demonstrate their ability to critically evaluate and synthesize the literature, describe and justify the proposed method and research tools needs to engage in research, create new knowledge, as well as their ability to discuss their findings in light of the existing literature while noting strength and contributions of their research and identify the key limitations of their findings.	• Written critique of a research study allows students to demonstrate and identify the methods of studies related to special education and critique current studies for methodological limitations. Assessment in APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making will include assessments that show student expertise in research design and methods and ability to develop a novel set of research questions along with clear description of method and analysis that permit analysis of the questions. Students will also learn how to use data to guide decision-making within various contexts (classroom, school, board). Assignments will include an oral presentation of a research methodology and how and why it would be utilized as well as a written paper on a topic of interest with research questions with method selection and analysis description and discussion of relation to data-based decision-making. APDXXXXH Research Proposal Development will

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
			assess research and scholarship through the requirement for: an oral presentation demonstrating students' ability to analyze and synthesize the literature, formulate a clear research question(s) in their professional setting, identify methods that are appropriate to the question and the setting, develop an appropriate data analysis plan, and identify the relevance and significance of question/study to the field. Thesis (Dissertation in Practice). Students will be assessed through the Final Oral Exam Studetns will demonstrate ability to communicate their understanding of research and scholarship including their ability to critically consider their research, its strengths and limitations, connections with the broader discipline, and how it advances our understanding in the field.
3. Application of Knowledge The capacity to undertake pure and/or applied research at an advanced level; and contribute to the development of academic or	**7** Design evidence-informed solutions to complex problems of practice that demonstrate advanced understanding and implementation of a bioecological framework.	The program design and requirement elements that ensure these outcomes for levels of knowledge are: APDXXXXH Research Proposal Development. Students will integrate their professional and pedagogical knowledge with advanced training in research methods and procedures.	APDXXXXH Research Proposal Development – students will be required to design a high quality research proposal that draws on biecological model and research to assess advanced knowledge of the intersecting elements in their own work Methodology course

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials.	**8** Develop new practices, methods, approaches, or programs through the application of pedagogical expertise and knowledge of practice-based research methods to address needs and/or gaps in the areas of special education and/or child well-being and mental health. **9** Strategically balance methodological choices, participant or contextual concerns, feasibility and ethical issues when designing and implementing research on practice.	Half-course in methodology (selected from list) will assist in providing students with depth and breadth in methods beyond action research and the relations among methodological choices, participant needs and concerns, with ethical issues and feasibility. 1.0 courses from one of the three chosen areas of emphaisis (taken over the summer of year 2) will allow students to specialize and further their development of professional skills, intervention approaches, and theoretical perspectives in one of the selected areas of Emphasis: (1) Early Years and Early Learning; (2) Special Education, and (3) Mental Health and Wellbeing. APDXXXXH Decision Making and Systems Change Theory will allow students to apply knowledge of systems change to own practice/problem of practice;	paper analyzing studies conducted in field/area of interest allows students to demonstrate their capacity to conduct applied research using qualitative or quantitative methods. 1.0 emphasis area course assignments (year 2) will vary, but assessments could include a critique of an intervention program, designing a professional seminar, applying a theoretical perspective on child development to policy or practice, enhancing program evaluation skills, writing a research to practice article for publication. APDXXXXH Systems Change and Decision-Making Theory: Assessment will focus on asynchronous discussions within groups about readings and connections to own context; identify key leadership skills relating to influence and persuasion and link to own work and challenge within practice; oral presentation on evoking change and critical elements and systems; written presentation connecting topic to the theisis (disertation in practice
4. Professional Capacity/ Autonomy	**10** Approach professional decision-making from a critical stance (i.e., equity-	The program design and requirement elements that ensure these student outcomes	APDXXXXH Advanced Analysis of Critical Issues in Education, Mental Health, and Security – students will

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; • The intellectual independence to be academically and professionally engaged and current; • The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and • The ability to evaluate the broader implications of applying knowledge to particular contexts.	minded lens) to ensure contextual and equity perspectives are considered when analyzing problems of practice. **11** Demonstrate thorough knowledge of professional and ethical guidelines for the responsible conduct of research and academic integrity. **12** Influence policy, research, and practice on wellbeing and mental health in schools and communities and through their own transformative work within their practitioner setting.	for **Professional Capacity/Autonomy** are: APDXXXXH Advanced Analysis of Critical Issues in Education, Mental Health, and Security Students in this course will demonstrate awareness of key issues and intersection of policy, practice, ecological perspectives with aim of being knowledgeable decision makers and professionals that also have a critical lens for equity and contextual issues APDXXXXH Research Proposal Development – Students will make connections between their research and potential impacts on policy, practice, and research in wellbeing, mental health, and school success. APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making APDXXXXH Decision Making and Systems Change Theory. This course will enhance understandings of effective collaboration and how to improve practice and organizational culture Engage in knowledge sharing and professional learning through various OISE departmental and external opportunities (graduate student workshops and colloquium; OISE wide research events).	conduct a critical analysis of an issue, policy or practice using research and theoretical perspectives to guide and support their analysis (oral presentation). Thesis (Dissertation in Practice) will allow students to demonstrate their ability to clearly articulate their understanding of academic integrity and broader implications of their research as shown in thesis and thesis methods and Interpretation of findings APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making. Students will complete weekly analysis and discussion of tools and methods to highlight ethical issues and potential challenges as well as how data can be used for decision-making. APDXXXXH Decision Making and Systems Change Theory. Assessments will focus on asynchronous discussions within groups about readings and connections to own context; identify key leadership skills relating to influence and persuasion and link to own work and challenge within practice; oral presentation on evoking change and critical

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
			elements and systems; written presentation connecting topic to thesis
5. Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	**13** Disseminate knowledge in the area of special education and/or child well-being and mental health that is accessible and applicable to practitioners in the field. **14** Synthesize and translate research for public and scholarly audiences.	APDXXXXH Advanced Analysis of Critical Issues in Education, Mental Health, and Security Thesis (Dissertation in Practice) and FOE	APDXXXXH Advanced Analysis of Critical Issues in Education, Mental Health, and Security - the creation of a research to practice article in the format of those published in Teaching Exceptional Children or a plain language description of recent findings in an area of interest that could be shared online or in professional journal. Thesis (Dissertation in Practice) FOE (Final Oral Exam)
6. Awareness of Limits of Knowledge An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.	**15** Demonstrate knowledge of potential and limitations of their own research, its role in education, advocacy and policy in the broader scope of special education and/or child well-being and mental health. **16** Engage with professionals and systems within the educational community build awareness of limitations to knowledge, need for ethical decision-making, and to demonstrate professional growth	APD XXXXH Advanced Study in of Critical Issues in Special Education, Mental Health and Security – this course will address key limitations of research related our understanding of issues currently (e.g., sample size, population, methodological). APD XXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making Thesis (Dissertation in Practice) Final Oral Exam Conferences at OISE and JICS; presentations to professionals within sphere of influence	APD XXXXH Advanced Study in of Critical Issues in Special Education, Mental Health and Security - written analysis and lead discussion of an article that notes limitations of research findings/body of knowledge in the domains under study so as assess ability to engage in a critical stance when reviewing issues and practice and demonstrate this understanding through a critical analysis of an issue, policy or practice using research and theoretical perspectives to guide and support their analysis. APD XXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for

Doctoral DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Doctoral Program Learning Objectives and Outcomes	How the Program Design and Requirements Supports the Attainment of Student Learning Outcomes	Methods for Assessing student achievement relative to established program learning outcomes and degree-level expectations
			Decision-Making assesment will inlcude oral presentations noting the strengths and limitations of research tools (e.g, surveys, interviews) and methods (case study, experimental study) Thesis (Dissertation in Practice) will be assessed thorugh FOE (Final Oral Exam)

11 Assessment of Learning

- Please describe the methods of evaluation for the various program requirements.
- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations (in other words, how will faculty be able to determine whether students have learned and can do what we expect them to by the end of the program).
- Describe how the effectiveness of the proposed program be assessed.
- How will the program document and demonstrate the level of performance of students' consistent with the University's DLEs.

Students will be assessed in the EdD in Child Study and Education through a variety of methods including class discussions, in-class reflections, essays and opinion papers, group presentations, major papers, research plans and literature reviews. These are detailed in section 10 above and mapped on to the Degree Level Expectations and Program Learning Outcomes to show how the Program Assessment Design and Requirements support the attainment of student learning outcomes. We have identified the courses and elements of the degree that assess our Doctoral Learning Outcomes. These included scholarly written papers (e.g., article, research proposals, analysis of policy documents, preparation of oral presentations (e.g., similar to a conference seminar) as well as assignments that capture knowledge of methods, analytic and research tools, and ability to make informed decisions guided by ethical practices in research and awareness of the literature and context.

The EdD program is designed to equip students with an advanced knowledge of issues/processes relevant to their problem of practice as well as the application of that knowledge to problems of practice and all program assessment is aimed at achieving the desired program learning outcomes.

Students will receive letter grades for their performance in each course. Best practices in the department encourage graduate course instructors to provide in-depth feedback such as marked assignments before the middle of the term to allow for adjustments or remediation on the part of the students or instructors. All graduate courses are subject to student evaluation at the end of the session. The Associate Chair reviews all of the course evaluations, so that necessary adjustments in course contents and delivery can be made. Students' academic progress will be monitored throughout the program by the Academic Program Coordinator, course instructors, and program administrative staff to ensure that students are meeting program requirements and timelines. Similar to other graduate degrees within the department, a detailed monitoring form will be created and used by faculty and the Academic Coordinator to assist faculty and students to monitor students' progress and plan next steps. This form will also include suggestions by the faculty supervisor and committee members to enhance progress and maintain degree completion goals.
The culminating component of the EdD degree is the thesis (Dissertation in Practice) which is outlined in the School of Graduate Studies Calendar Degree Regulation 12.2.3 and is described as "… the culminating component of the Doctor of Education degree. The thesis (dissertation in practice) shall include an identification and investigation of a problem of practice, the application of theory and research to the problem of practice, and a design for action to address the problem of practice. It must be the result of original research undertaken while the candidate is a registered student." In addition, as outlined by the SGS degree regulations 12.2.3 EdD Thesis (Dissertation in Practice):

> *A thesis (dissertation in practice) should have a coherent topic, describe a challenge in educational practice, include a review or research literature and/or policy analysis related to the challenge, as well as the investigation of the challenge and/or possible solution(s) to address the challenge. It should have direct implications for policy and/or practice and uphold common standards of high quality (well written, conceptualized and structured, rigorous and coherent approach to methodology, yield generative impacts in the field). The thesis (dissertation in practice) can take two formats: (1) a traditional format*

> *where, similarly to a traditional doctoral thesis, the research problem is a complex problem of practice and the inquiry is presented in an authored, multi-chapter document; (2) a mixed format where the problem of practice and related review and analysis of applicable scholarship and policy is presented in a written research document combined with a practical component, which may take form of, for example, school/community improvement project, organization restructuring plan, policy or guideline, installation, film or website, or other endeavour relevant to the field.* https://sgs.calendar.utoronto.ca/degree-regulations#12

The thesis (Dissertation in Practice) is aimed at having students demonstrate advanced theoretical and applied knowledge, and high competency in their areas of professional expertise. Importantly, the difference between the dissertation in practice and traditional dissertation research is not in the quantity or intellectual quality of the activity, but in the nature of the outputs. As is the case for all dissertations, the thesis (Dissertation in Practice): *a) is conceptually strong, and likely to make a novel contribution to our understanding of child study, wellbeing, resilience, and special education; ; b) involves the use and/or development of innovative methods and techniques, and has the potential to advance educational practice; c) is thoughtful and a strong contribution to the field of child study, and; d) has the potential for significant impact on public practice and/or policy.*

Evaluation of the Thesis (Dissertation in Practice) following Submission for FOE
Final evaluation of the thesis (dissertation in practice) will be in line with General Regulation 8.3, Doctoral Final Oral Examination:

> *All doctoral students must defend a thesis at a Final Oral Examination organized by the graduate unit with the cooperation of the School of Graduate Studies, as follows:*
>
> 1. *The candidate shall defend the thesis at a Final Oral Examination organized by the graduate unit with the cooperation of SGS. The process of scheduling the examination, allowing time for professional appraisal, can be expected to take at least eight weeks at the best of times, and candidates should discuss the timing with the graduate administration of their unit. Candidates should also*

ascertain whether their unit imposes regulations over and above the minimal conditions required by SGS.

2. *The graduate unit will notify SGS eight weeks prior to the examination when the thesis is ready to go forward for examination. In the absence of any particular local procedure, the candidate's supervising committee will advise SGS that the thesis is ready to proceed. In rare cases, a thesis may proceed to examination without the approval of the supervising committee; candidates who wish to proceed without such approval should contact SGS.*
3. *The thesis will be sent to an appraiser external to the University of Toronto, appointed by SGS on the recommendation of the graduate unit. (The supervisor of the thesis will propose a list of names of possible external appraisers to the graduate coordinator or chair, who will choose one and send the recommendation to SGS for approval. The graduate unit will certify that the external appraiser has an arm's-length relationship to the candidate and supervisor.) The external appraiser must be a recognized expert on the subject of the thesis and must be external to the University as well as to its affiliated teaching hospitals and research institutes. Such an individual must be an associate or full professor at the home institution or, if the individual comes from outside the academic sector, must possess the qualifications to be appointed to an academic position at this level. Arrangements with external appraisers are the responsibility of the graduate unit. In particular, the graduate unit must allow the external appraiser sufficient time to act. The graduate unit must have a copy of the thesis delivered to the appraiser at least six weeks, and preferably longer, in advance of the examination date. Appraisals must be submitted to SGS at least two weeks in advance of the examination date; if they are not, the examination may have to be rescheduled. The graduate unit must also ensure that copies of the thesis are made available to all other voting members of the examination committee at least four weeks in advance of the examination date.*

An examination committee, appointed by SGS on the recommendation of the graduate unit, will conduct the Final Oral Examination. The

examination committee must include at least four, but no more than six, voting members: one to three of the voting members will have served on the candidate's supervisory committee, and at least two voting members will not have been closely involved in the supervision of the thesis. Eligible for inclusion in the latter group are the external appraiser (in person or by audio connection), members of the graduate faculty of the candidate's graduate unit, and members of the graduate faculty of other departments, centres, or institutes of the University. The examination committee may include, in addition, up to two non-voting members, who will be members of the graduate faculty of the candidate's graduate unit or members of the graduate faculty of another graduate unit of the University. A quorum is four voting members, two of whom must not have been closely involved in the supervision of the thesis. Graduate units must ascertain in advance the willingness of the persons named to act. SGS may modify the composition of the examination committee to fit exceptional circumstances.

The EdD in Child Study and Education will be assessed on an ongoing basis using a variety of measures designed to be consistent with the degree level expectations of the program.

1. Student assignments and grades – carefully designed to align with the program learning outcomes, will be closely monitored to assess how students are performing in courses;
2. Review of student course evaluations – at the end of each course, students are asked to complete a course evaluation which provides an opportunity for the student to reflect on his/her progress throughout the course. Course evaluations are a valuable means for the faculty and program to pinpoint what is working in a particular course as well as area(s) for improvement;
3. The thesis (Dissertation in Practice) is the culminating component of the Doctor of Education degree in Child Study and Education and is aligned with the program learning outcomes and degree level expectations. Successful completion of the thesis (dissertation in practice) as indicated by the successful Final Oral Exam assessment, will be a good indicator that students have achieved the program's objectives in line with the doctoral DLEs;
4. Program exit surveys will be conducted to determine students' level of satisfaction with the program;
5. Tracking students after graduation and recording employment data;

6. After being in employment for a year, graduates will be invited to provide feedback about the program and how the program has impacted career advancement and transitions;
7. Inviting employers to provide feedback about our graduates to understand and assess program impact;
8. The program will be externally reviewed during periodic cyclical UTQAP reviews.
9. The program will track published (web, journal, book, policy document, curriculum) outputs associated with degree completion

12 Consultation

- Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.
- Describe the expected impact of what is being proposed on programs being offered by other units/divisions.
- Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program.

The addition of the proposed EdD in Child Study and Education will not have an impact on the other divisions. There have been OISE -wide consultations regarding the re-visioning and expansion of the EdD degree during the recently completed academic planning process at OISE. We have consulted with the APHD department faculty. Students in the MA-CSE program have been consulted in both first and second year as Dr. Cleovoulou teaches both groups currently and has presented the proposed new degree program and received feedback which has been very positive. As part of the process to develop the new EdD programs in our department, the Dean and Associate Dean, Programs have been part of conversations about the proposed Ed.D. in Child Study and Education. External focus groups were also conducted with industry leaders across a diverse range of professions, sectors, organizations and communities. These include directors of education, superintendents, leaders in the corporate world, college presidents and CEOs.

13 Resources

- Please be specific where this may impact significant enrolment agreements with the Faculty/Provost's office.
- Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

The faculty within the department of Applied Psychology and Human Development have the capacity to deliver the EdD in Child Study and Education. As is typical of the majority of the programs delivered within the department of Applied Psychology and Human Development, courses are often shared and faculty supervise doctoral students from more than one program. In addition to our strong faculty complement, it is also important to note that courses from one of the three areas of emphasis in the EdD that our students will select may be shared across a number of the programs. There will be start up costs related to promotion of the new program and advertising as well as possible additional demands for staffing for admissions and registration of new students. As we have worked closely with the departmental leadership, the costs have been considered and are similar to those within existing EdD programs. All costs have been considered by the Department and are consistent with the budget model of existing EdD programs. There has been careful consideration and assessment of all resourcing needs and everything is in place to support the program. These costs are planned for in the departmental budget.

The program will also utilize the existing online resources available through Education Commons at OISE to facilitate lectures and course-based materials to be available online. We will also be able to draw on the resources of JICS where the EdD in Child Study will be housed, (e.g., classrooms, laboratory school, student lab office space). JICS has recently undergone a multimillion dollar renovation. The Institute's locations at 45 Walmer Road, and 56 and 58 Spadina Road are now linked and interconnected physically. The much-needed space is outfitted with state-of-the-art technology and high-technology facilities to support the institute's tripartite mission, and thus the EdD program.

13.1 Faculty Complement

- Complete Table 4 below
- Provide a brief commentary on:
  - the adequacy of the number and quality of graduate faculty who will teach/supervise in the program
  - evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate
- Provide the CVs of all faculty, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a standardized format relevant to the proposed program field

The proposed EdD in Child Study and Education will draw on the current resources from the graduate office and will take advantage of current faculty and staff resources in the department of Applied Psychology and Human Development. Faculty within this department are known for their high impact work in research and policy. For example, Dr. Jan Pelletier in her work in the early years and the full day kindergarten program and Dr. Angela Pyle for her work on play and literacy and the pedagogical continuum. Dr. Steven Katz provides our M.A. students with an excellent foundation into practice-based inquiry and is a noted consultant to boards across the province on practice change. The faculty have strong specializations in: early years and kindergarten, special education and neurodevelopmental disorders, child study, motivation and child engagement in learning, educational psychology and teaching inquiry into their own practice and supporting others. Moreover, faculty often teach courses where the expert teachers from the JICS Lab School join the class to complement the discussion of practice and inquiry. We anticipate the lab school teachers will continue this partnership with the faculty who will be teaching in the EdD.

UNIVERSITY OF TORONTO

Table 2: Faculty Complement

Name	Home Department/Unit (who holds primary budgetary appointment)	University Rank	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)[20]	Nature of Contribution to the Program (course instructor [CI], thesis supervision [TS])
Tenured					
Chen, Xi Becky	APHD	Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS
Ferrari, Michel	APHD	Professor	APHD Full	CSE – MA DPE - MA, M.Ed., PhD	CI, TS
Ganea, Patricia	APHD	Associate Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS
Jang, Eunice Eunhee	APHD	Professor	APHD Full CTL Full	CSE - MA DPE - MA, M.Ed., PhD & Flex-PhD	CI, TS Advanced Study of Tools & Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making
Jenkins, Jenny	APHD	Professor	APHD Full Psychology Full	CSE - MA DPE – MA, M.Ed., PhD SCCP – MA, PhD	CI, TS
Kosnik, Clare	CTL/APHD	Professor	APHD Full CTL Full	CSE - MA	CI, TS Research Proposal Development
Lee, Kang	APHD	Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS

[20] CSE = Child Study and Education; DPE = Developmental Psychology and Education; SCCP = School and Clinical Child Psychology; M.Ed. = Master of Education

Name	Home Department/Unit (who holds primary budgetary appointment)	University Rank	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)[20]	Nature of Contribution to the Program (course instructor [CI], thesis supervision [TS])
Martinussen, Rhonda	APHD	Associate Professor	APHD Full	CSE - MA DPE- MA, M.Ed., PhD SCCP – MA, PhD	CI, TS Advanced Study of Critical Issues in Special Education, Mental Health & Security
Pascal, Charles	APHD	Professor	APHD Full	CSE - MA DPE - Flex Ph.D. option	CI, TS
Pelletier, Jan	APHD	Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS
Perlman, Michal	APHD	Professor	APHD Full Global Affairs & Public Policy Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS
Peterson-Badali, Michele	APHD	Professor	APHD Full	CSE - MA SCCP - MA, PhD	TS
Pyle, Angela	APHD	Professor	APHD Associate	CSE - MA DPE - MA, M.Ed., PhD	CI Advanced Study of Tools & Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making
Volpe, Richard	APHD	Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS Issues in Child Study & Education: Research, Policy, and Problems of Practice
Willows, Dale	APHD	Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	CI, TS
Woodruff, Earl	APHD	Associate Professor	APHD Full	CSE - MA DPE - MA, M.Ed., PhD	TS

Name	Home Department/Unit (who holds primary budgetary appointment)	University Rank	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)[20]	Nature of Contribution to the Program (course instructor [CI], thesis supervision [TS])
Tenure Stream					
Ansloos, Jeffery	APHD	Assistant Professor	APHD Associate	Clinical & Counselling Psychology - MA, PhD Counselling Psychology - M.Ed., EdD CSE - MA DPE - M.Ed.	CI
Bedard, Anne-Claude	APHD	Assistant Professor	APHD Associate	CSE – MA DPE - MA, M.Ed., PhD	CI Advanced Study of Critical Issues in Special Education, Mental Health & Security
Hamza, Chloe	APHD	Assistant Professor	APHD Associate	CSE - MA DPE - MA, M.Ed., PhD SCCP - MA, PhD	CI
Teaching Stream					
Chong, Jody	APHD	Lecturer	APHD Associate Restricted	CSE - MA	CI Advanced Study of Critical Issues in Special Education, Mental Health & Security
Cunningham, Todd	APHD	Assistant Professor	APHD Associate	CSE - MA DPE - MA, M.Ed., PhD SCCP – MA, PhD	CI
Katz, Steven	APHD	Associate Professor	APHD Associate	CSE - MA	CI, APDXXH Systems Change and Decision-Making Theory
Cleovoulou, Yiola	APHD	Assistant Professor	APHD Associate Restricted	CSE - MA	CI, emphaisis area courses

13.2 Learning Resources

Please see the following appendices:
Appendix C: Library statement confirming the adequacy of library holdings and support for student learning
Appendix D: Standard statement concerning student support services

13.3 Financial Support for Graduate Students

- Describe the financial assistance that will be available to students in the program, and discuss its adequacy relative to the number of students and nature of the program.

EdD programs are not funded programs and financial support is not anticipated other than existing scholarships normally available to graduate students enrolled in professional programs. In addition, students may be able to access emergency funding and loans available from the School of Graduate Studies as applicable. It is expected that students will be working while pursuing the EdD. This EdD has been designed for working professionals.

13.4 Space/Infrastructure

- Address any unique space/infrastructure requirements including renovations to existing space, new space, information technology, laboratories or equipment, etc., and how these will be accommodated.

We do not anticipate any additional space requirements including laboratory space, library resources, or additional technological supports or equipment. EdD students will be accommodated in existing classrooms and space within OISE and JICS. The program will utilize the existing online resources available through Education Commons at OISE to facilitate lectures and course-based materials to be available online. We will also be able to draw on the resources of JICS where the EdD in Child Study will be housed, (e.g., classrooms, laboratory school, student lab offices). As mentioned earlier, JICS has undergone a multimillion dollar renovation. The Institute's locations at 45 Walmer Road, and 56 and 58 Spadina Road are now linked and interconnected physically. The EdD will be able to utilize the state-of-the-art technology and high-technology facilities at JICS.

14 Quality and Other Indicators

- Please describe the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program. Refer to specific areas of faculty strengths, innovation and scholarly record that will contribute to the quality of the program and student experience.
- Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience
- Please describe any elements that enhance the program's diversity

The department of Applied Psychology and Human Development has a breadth of scholarship and teaching that is relevant to child study. Faculty are noted researchers in fields such as elementary pedagogy and professional practice, language development, literacy in English and multilingual contexts, executive functions, early years practice and learning, developmental science related to young children's symbolic development, special education, mental health, mental illness (e.g., self-injurious behavior), addiction, and neurodevelopmental disorders, as well as pedagogy and teacher education and professional development. The CSE program has noted researchers who have or are influencing practice and policy through their research and knowledge mobilization activities. Faculty have a high level of success in winning grants and awards - the vast majority of faculty hold major external grants, many from the tri-council granting agencies but also from a range of other funders (e.g. NIH, Ministry of Education in Ontario, the Templeton Foundation, NIH, NSFC).

This new proposed EdD in Child Study and Education is designed to leverage the faculty's particular expertise and research to offer a distinctive, practice-oriented degree that combines education, education and psychology, grounded through the lens of child study. Students will be encouraged to take a reflective stance in all their work to understand the multiple ecologies within which development takes place.

Appendix A: Courses

APHD: Child Study and Education EdD Courses

APD XXXXH	Issues in Child Study and Education: Research, Policy, and Problems of Practice
APD XXXXH	Advanced Study of Critical Issues in Special Education, Mental Health and Security
APD XXXXH	Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making
APD XXXXH	Research Proposal Development
APDXXXXH	Decision-Making and Systems Change Theory

APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice (0.5 FCE)

Sample Faculty available to teach: Dr. Richard Volpe

Course Description

Child Study is the systematic interdisciplinary investigation of the way children adapt and change in order to provide them with more supportive learning environments and increase the likelihood of positive outcomes. Child study is a professional practice skill, a critical attitude, and a belief system based on inquiry, best evidence and reflection. This course offers an advanced consideration of how child study history, concepts, and research are related to issues and challenges in childhood education. The aim of the course will be to provide students with an advanced understanding of the field of child study through an examination of the history, theories, and breadth of research in child study. Students will analyze issues in child study and education, apply a child study framework to their area of interest, articulate a researchable problem of practice of interest in their organization/community, and identify policy(ies) that influence/connect with their problem of practice. Students will also gain specialized knowledge and competencies in utilizing action research frameworks to engage in professional inquiry, policy analysis, and research drawing on child study lens.

Course Objectives

- Examine and communicate and critique key theories and ideas from readings on the history, theory, and practice of child study.
- Identify and apply knowledge child study methods to current problems of practice and critically examine their strengths and weaknesses.
- Demonstrate ability to describe a problem of practice within their organization/community that is researchable and relevant
- Demonstrate competency in utilizing action research methods to investigate a problem of practice within an educational setting
- Students will explain issues and challenges facing children by considering both their subjective and lifespan implications as well as how policy environments shape these issues and challenges.
- Critically examine the way child study can play a role in the clinical, classroom, and collective (policy) practices that impact the lives of children.

Representative Readings

Mertler, C. A. (2016). *Action research: Improving schools and empowering educators.* Sage Publications.
Beaudry, J. and Miller, L. (2016). Research literacy. New York: Guilford.
Bronfenbrenner, U. (1979). The ecology of human development. Cambridge: Harvard.
Pillemer, D. and White, S. (2015) Developmental psychology and social change: Research, history, and social change. New York: Cambridge.
M. Almy and Genishi, C. (1979). Ways of studying children. New York: Teachers College.
Boisvert, R. (1998). John Dewey: Rethinking our time. Buffalo: Buffalo.
Freeman, M. and Mathison, S. (2009). Researching children's experiences. New York: Guilford.
Garbarino, J. (1992). What children can tell us: Eliciting, interpreting, and evaluating critical information from children. New York: Jossey Bass.
James. A. and Prout, A. (1997). Constructing and reconstructing childhood. London: Falmer.
Jenson, J. and Fraser, M. (2006). Social policy for children and families. Thousand Oaks: Sage.
Jones, P. (2009). Rethinking childhood. London: Continuum.
Nieuwenhuys, O. (1994). Children's lifeworlds. London: Routledge.
Teti, D. (2005). Handbook of research methods in developmental science. Oxford: Blackwell.
Peterson, S. S., McIntyre, L. J., & Glaés-Coutts, L. (2018). Collaborative action research in Northern Canadian rural and Indigenous schools: learning about young children's oral language in play contexts. *Educational Action Research*, *26*(5), 787-802.
Sarti, A., Schalkers, I., Bunders, J. F., & Dedding, C. (2018). Around the table with policymakers: Giving voice to children in contexts of poverty and deprivation. *Action Research*, *16*(4), 396-413.
Setlhare, R., & Wood, L. (2019). A collaboratively constructed action leadership framework for sustainable learner support in contexts of adversity. *Educational Action Research*, 1-15.

Advanced Study of Critical Issues in Special Education, Mental Health, and Child Security (0.5 FCE)

Sample Faculty available to teach: Prof. Rhonda Martinussen; Dr. Jody Chong; Dr. Anne Claude Bedard

Course Description

This course is designed to provide an in-depth knowledge of critical issues in special education and the mental health of children and adolescents. This course will draw on Bronfennbrener's bioecological model to guide discussions, as we will investigate the effects of systems (e.g., community, school, family) on mental health promotion and risk as well as on children's access and support through special education services. Students will examine the contribution of key theoretical learning models (e.g., constructivism, sociocultural, critical, and pedagogical) to decision-making and practice to support wellbeing and educational outcomes. Students will be able to analyze and explain key policy and practice issues that affect children and youth's wellbeing and mental health as well as be able to synthesize points of intersection between the special education system, mental health, and social systems. This course will engage students in an in depth examination of factors that influence the implementation of programs or practices designed to support students with special education needs (including early risk and intervention) as well as those to promote wellbeing and mental health. Students

will gain expertise in their knowledge of the complex and interrelated factors affecting student success in general and special education systems as well as in-depth knowledge of risk and resilience frameworks for mental health in children and adolescents.

Course Objectives:

- Analyze and critique the major theoretical frameworks in child study and educational psychology and apply to current challenges in education and mental health.
- Critique contemporary issues and identify, analyze, and evaluate challenges in child mental health promotion and special education drawing on a bioecological model of development
- Describe and critically analyze and communicate the implications of a bioecological model of child development for educational innovation and practice and be able to identify and communicate examples of the intersection of child/youth, family, school, policy, etc. effects on outcomes and program design.
- Describe, analyze, and explain how current K to 12 education policies and practices interact with children and youth's wellbeing, mental health, and access to equitable services and supports and identify potential levers for change and research questions
- Demonstrate advanced knowledge of models of service delivery for mental health promotion and special education and be able to critically analyze these models taking into account both child/youth and ecological influences on outcomes
- Critically analyze models of support in education settings drawing on an equity lens and be able to describe and communicate their strengths and limitations
- Critically analyze current policies and practices to support child and youth wellbeing and success through an equity informed framework and identify issues and potential solutions using research and knowledge about community and partner-based collaborative models

Representative Readings

Theoretical Perspectives

Odom, S. L. (2016). The role of theory in early childhood special education and early intervention. In *Handbook of early childhood special education* (pp. 21-36). Springer, Cham.

Trach, J., Lee, M., & Hymel, S. (2018). A social-ecological approach to addressing emotional and behavioral problems in schools: Focusing on group processes and social dynamics. *Journal of Emotional and Behavioral Disorders, 26*(1), 11-20.

Development and Child and Youth Wellbeing

Wanless, S. B. (2016). The role of psychological safety in human development. *Research in Human Development*, *13*(1), 6-14.

Rimm-Kaufman, S. E. (2016). Applications of psychological safety to developmental science: Reflections and recommendations for next steps. *Research in Human Development, 13*(1), 84-89.
Statham, J., & Chase, E. (2010). Childhood wellbeing: A brief overview. *Loughborough: Childhood Wellbeing Research Centre.*
Huppert, F. A. (2014). The state of wellbeing science. *Wellbeing: John Wiley & Sons.*
Matthews, N., Kilgour, L., Christian, P., Mori, K., & Hill, D. M. (2015). Understanding, evidencing, and promoting adolescent well-being: An emerging agenda for schools. *Youth & Society, 47*(5), 659-683.

Dynamic Models and Pathways

Fitzsimons, E., Goodman, A., Kelly, E., & Smith, J. P. (2017). Poverty dynamics and parental mental health: Determinants of childhood mental health in the UK. *Social Science & Medicine, 175,* 43-51.
Deighton, J., Humphrey, N., Belsky, J., Boehnke, J., Vostanis, P., & Patalay, P. (2018). Longitudinal pathways between mental health difficulties and academic performance during middle childhood and early adolescence. *British Journal of Developmental Psychology, 36*(1), 110-126.
Wood, L., Kiperman, S., Esch, R. C., Leroux, A. J., & Truscott, S. D. (2017). Predicting dropout using student-and school-level factors: An ecological perspective. *School Psychology Quarterly, 32*(1), 35.
Currie, J., & Stabile, M. (2006). Child mental health and human capital accumulation: the case of ADHD. *Journal of health economics*, *25*(6), 1094-1118.

Challenges and Issues: Knowledge, Practice, and Policies

Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *The Journal of Special Education, 43*(1), 3-11.
Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly, 26*(1), 1.
Mcluckie, A., Kutcher, S., Wei, Y., & Weaver, C. (2014). Sustained improvements in students' mental health literacy with use of a mental health curriculum in Canadian schools. *BMC psychiatry, 14*(1), 379.

Models of Supports and Approaches

Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical child and family psychology review, 3*(4), 223-241.
Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional children, 79*(2), 135-144.
Lewallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The Whole School, Whole Community, Whole Child model: a new approach for improving educational attainment and healthy development for students. *Journal of School Health, 85*(11), 729-739.
Greenberg, M. T., & Abenavoli, R. (2017). Universal interventions: Fully exploring their impacts and potential to produce population-level impacts. *Journal of Research on Educational Effectiveness, 10*(1), 40-67.

Stoiber, K. C., & Gettinger, M. (2016). Multi-tiered systems of support and evidence-based practices. In *Handbook of response to intervention* (pp. 121-141). Springer, Boston, MA.
Oberle, E., & Schonert-Reichl, K. A. (2017). Social and Emotional Learning: Recent Research and Practical Strategies for Promoting Children's Social and Emotional Competence in Schools. In *Handbook of Social Behavior and Skills in Children* (pp. 175-197). Springer, Cham.
Barrera, M., Berkel, C., & Castro, F. G. (2017). Directions for the advancement of culturally adapted preventive interventions: local adaptations, engagement, and sustainability. *Prevention Science, 18*(6), 640-648.
Owens, J. S., Lyon, A. R., Brandt, N. E., Warner, C. M., Nadeem, E., Spiel, C., & Wagner, M. (2014). Implementation science in school mental health: Key constructs in a developing research agenda. *School mental health, 6*(2), 99-111.

Partnerships and Communities

Kolbe, L. J., Allensworth, D. D., Potts-Datema, W., & White, D. R. (2015). What have we learned from collaborative partnerships to concomitantly improve both education and health? *Journal of School Health, 85*(11), 766-774.
Spier, E., González, R. L., & Osher, D. (2018). The Role of the Community in Learning and Development. *The Wiley Handbook of Teaching and Learning,* 79-105.
Minier, M., Hirshfield, L., Ramahi, R., Glassgow, A. E., Fox, K., & Martin, M. A. (2018). Schools and health: an essential partnership for the effective care of children with chronic conditions. *Journal of school health, 88*(9), 699-703.

APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making (.5FCE)

Sample Faculty to teach: Dr. Angela Pyle; Dr. Eunice Jang;

Course Description

This course will build on students' understandings of problems in practice in child study through the advanced study of tools and research methods for investigating problems in practice. Students will develop knowledge of different research methodologies and their uses and develop strong literacy in research methods as they analyse studies in their area of interest and continue to refine and clarify their problem of practice and potential methods to study and understand how to address their problem of practice through research. This course also assists students select a methodology that blends empirical educational research with the theory-driven design of learning contexts for their thesis (dissertation in practice). Students will develop an understanding of how educational innovations work in practice and will use this to design their own exploration of their problem in practice. They will also learn how data-based decision-making can support students' outcomes and inform instructional and administrative decision-making.

Course Objectives:

Students will be able to:

- Examine examples of various research methods and learn their core characteristics and uses
- Demonstrate thorough knowledge of research methods (e.g. such as qualitative, quantitative, and outcome-based research) and be able to explain their application to different types of research questions
- Evaluate the relevance of research in advancing the discipline/field
- Examine problems/issues and related limitations in research studies in the discipline
- that impact education outcomes
- Examine how program evaluation and research findings can support data-based decision-making in education, inform change, provide accountability and produce evidence-based practice
- Demonstrate knowledgeable of professional and ethical guidelines for the responsible conduct of research and apply and demonstrate knowledge of ethical guidelines for research and academic integrity.
- Demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

Representative Readings:

https://tcps2core.ca/welcome Tri-Council Policy statement: Ethical Conduct for Research Involving Humans

Hoy, W. K., & Adams, C. M. (2015). Quantitative research in education: A primer. Sage Publications.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (4th ed.). Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2014). Case Study Research: Design and Methods. Thousand Oaks, CA: Sage Publications.

Mertler, C. A. (2016). Action research: Improving schools and empowering educators. Sage Publications.

Wilson, E. (Ed.). (2017). School-based research: A guide for education students. Sage.

Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership*, *43*(2), 269-289.

Wachen, J., Harrison, C., Cohen-Vogel, L. (2018). Data use as instructional reform: Exploring educators' reports of classroom practice. Leadership and Policy in Schools, 17, 2, 296-25.

Web Sites

In addition to the required course texts, the following public domain web sites are useful.

- Teacher Research www.ucerc.edu/teacherresearch/teacherresearch.html
- Action Research: A-Z Resources www.icvet.tafensw.edu.au/resources/action_research.htm
- CAL: Digests: Action Research www.cal.org/resources/digest/0308donato.html

- Action Research Resources http://cadres.pepperdine.edu/ccar/resources.html
- SOLES: Action Research e-Lab http://www.sandiego.edu/soles/centers/student_support_systems/projects/action_research_lab.php

APHDXXXXH Research Proposal Development (.5 FCE)

Sample Faculty available to teach: Dr. Clare Kosnik

Course Description

This course focuses on supporting students as they prepare their research proposal. The course aims to advance the research, writing, and practice elements and at the same time create an academic community. Students will be asked to complete a preliminary literature review and identify and describe a proposed problem of practice with the class to receive feedback and guidance within this collaborative setting. Students will be asked to demonstrate their understanding of ethical guidelines for research, and identify potential research challenges they may face in their research. This course will complement the students' work with their thesis advisor as this course provides a community of learners who can support the critical thinking processes embedded within creating a research proposal. The course will include in class seminars where students will spend part of the class working in small groups with others who are at the same stage of the journey; online support; individual meetings. The course provides supportive feedback on their key skills such as synthesizing research findings, writing analytically, and creating clear statements of issues and problems of practice. Students will also have the opportunity to present their work in a friendly, supportive community to build their oral and written communication skills.

Learning Objectives:

- Students will be able to explain the dissertation process and set goals for completion of the various elements of their dissertation, which will be shared with their faculty advisor.
- Students will be able to create a well-written and concise literature review on a topic of interest, which will demonstrate their ability to critically analyze and synthesize a body of research and create a logical argument for the research questions.
- Students will create a mini research proposal that includes a review of the literature, identification of research question (and hypotheses if applicable), and a description of the methods that will be used to address the research question.

Representative Readings:

American Psychological Association. (2009). APA Style Manual (6th ed.). Washington, DC: APA.
Clark, I. (2006). Writing the successful thesis and dissertation: Entering the conversation. Englewood Cliffs, NJ: Prentice Hall.
Galvan, J. L. (2009). Writing literature reviews (4th ed.). Glendale, CA: Pyrczak.

Girden, E. R. (1996). Evaluating research articles from start to finish. Thousand Oaks, CA: SAGE Publications, Inc.
Glatthorn, A.A., & Joyner, R. L. (2005). Writing the winning thesis or dissertation: A step-by-step guide. (2nd ed.). Thousand Oaks, CA: Corwin Press.
Lunenburg, F.C., & Irby, B. J. (2008). Writing a successful thesis or dissertation: tips and strategies for students in the social and behavioral sciences. Thousand Oaks, CA: Corwin Press.
Madsen, D. (1992). Successful dissertations and theses: A guide to graduate research from proposal to completion (2nd ed.). San Francisco: Jossey Bass.
Rudestam, K.R. & Newton, R. R. (2014) Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Sage (ISBN-13: 978-1452260976 ISBN-10: 1452260974)

APDXXXXH Decision-Making and Systems Change Theory (0.5 FCE)
Sample Faculty available to teach: Dr. Steven Katz

Course Description

This course will foster greater understanding of systems change and how to increase and apply evidence into practice through research and data-based decision-making. Students will learn about organizational change and reciprocal relationships (e.g., client professional; professional/parents, and community, teachers/special education staff). Students will learn how to apply systems thinking to effect relevant change within and across systems; display understandings of the influence of different ecologies on development, conflict resolution skills and leadership where strategies and individuals/groups are aligned. A key outcome will be to help students understand and implement the "evidence-based story telling" model.

Representative Readings

Cialdini, R. (2007). Influence: The psychology of persuasion. New York: Harper Collins.
Fullan, M. (2010). All systems go: The change imperative for whole system reform. Thousand Oaks, CA: Corwin.
Katz, Dack, & Malloy. (2018). The intelligent, responsive leader. Thousand Oaks CA: Corwin.
Kotter, J. (2012). Leading change. Cambridge, MA: Harvard.
Pentland, A. (2015). Social physics: How social networks can make us smarter. New York: Penguin.

EdD in Child Study and Education: Three Areas of Emphasis (Students will take 1.0 FCE in the selected area)

Emphasis in Early Years and Early Learning

APD1211 Psychological Foundations of Early Development and Education
APD1237H Development and Learning
APD1249H Social-Emotional Development and Applications
APD1259 Family Relationships with Early Childhood Services and Schools

APD3203H Children's Theory of Mind
APD1272 Play and Education
APD1280H Symbolic Development and Learning
APD1286H Foundations of Literacy Development for School Age Children
APD1299H Language Acquisition and Development in Early Childhood
APD3273H Research Early Learning: An Overview of Quantitative and Qualitative Methodology
APD3272H Early Learning Practice, Research & Policy

Emphasis in Special Education
APD3297H Biological and Psychological Foundations of Low Incidence Disorders
APD1271 Perspectives on Executive Functions in Education: From Theory to Practice
APD1284H Psychology and Education of Children and Adolescents with Behaviour Disorders
APD1285H Psychology and Education of Children and Adolescents with Learning Disabilities
APD1296H Assessing School-Aged Language Learners
APD2275H Technology for Adaptive Instruction and Special Education
APD 2296 Reading and Writing Difficulties

Emphasis in Mental Health and Wellbeing
APD1256H Child Abuse: Intervention and Prevention
APD1279H Preventative Interventions for Children at Risk
APD1295H Adolescent Mental Health: An Examination of Risk and Resilience
APD1297H Mental Health in the Classroom: How Educators Can Help Our Most Vulnerable Students
APD3221H Cross-cultural Perspectives on Children's Problems
APD3232H Developmental Trajectories and High Risk Environments
APD5284Y Assessment and Intervention with Culturally and Linguistically Diverse Children, Youth and Families
APD1236H Developmental Psychopathology

Research Methods Courses (Students will take 0.5 FCE from this list)
APD3202H A Foundation of Program Evaluation in Social Sciences [RM]
JOI1288H Intermediate Statistics and Research Design
APD1289H Multivariate Analysis with Applications [RM]
APD3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]
CTL1810H Qualitative Research in Curriculum and Teaching [RM]
APD3228H Mixed Methods Research Designs in Social Sciences [RM]
LHA1105H Introduction to Qualitative Research (Part I) [RM]

Appendix B: Graduate Calendar Copy

APHD: Child Study and Education EdD

Doctor of Education

Program Description

This professional doctorate is designed to prepare professionals working in the field of education (or a highly related area) to extend their professional knowledge and practice to further develop their ability to be scholar-practitioners within child study. This program aims to provide practitioners with an advanced degree to enable them to engage in innovation, advanced professional practice, and understand how the field of child study can inform decision making in multiple contexts including the classroom.

This degree is designed for practitioners who are working within contexts in which children are served or supported and/or with individuals who support or guide those who work with children (e.g., parents, families, and teachers).

The Doctor of Education (EdD) program is only available on a full-time basis.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements of the Department of Applied Psychology and Human Development stated below. Please note that applicants will be accepted into this degree program every other year.
- Applicants must have the following to be admitted to the EdD program in Child Study and Education
- A master's degree: an MA or MEd degree in Education (e.g., Master of Arts in Child Study and Education, Master of Education degree, Master of Teaching degree) with high academic standing (equivalent to an B+ or better) from a recognized university. Applicants with master's degrees in other disciplines may be eligible to apply for admission, but may have to complete additional courses in Developmental Psychology and/or Child Study.
- Letter of Intent: Applicants must submit a well-written letter of intent in which they highlight their research interests, provide some insight into the problem of practice they are currently wishing to address, and describe their professional experiences and how these related to their research interests and proposed problem of practice.
- Normally applicants will have in-depth work experience (i.e., normally a minimum of 3 years of current/recent work experience) in an education related field within a school or community setting. They should be able to identify how their work environment would be able to support and facilitate their research related to their problem of practice, which is a major outcome of this degree.
- Letter from employer supporting the potential candidate's goals and ability to conduct their applied research within the school or community setting is required.
- Applicants who hold an MEd or other non-thesis master's degree must submit evidence of their ability to identify a research question or problem, to design and conduct a research study or

project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper (QRP) or Major Research Paper (MRP). Applicants who do not have a QRP or MRP must provide a writing sample that highlights their ability to write clearly and analytically about issues in education and/or child study. Examples include a single authored master's-level course paper, a policy document, or a professional publication.

- Normally, an interview is required prior to admission.

Program Requirements

- Students must complete a minimum of 4.0 full-course equivalents (FCEs) and a thesis (Dissertation in Practice) as follows:
  - APDXXXXH Issues in Child Study and Education: Research, Policy, and Problems of Practice (0.5 FCE)
  - APDXXXXH Advanced Study of Critical Issues in Special Education, Mental Health and Security, (0.5 FCE)
  - APDXXXXH Advanced Study of Tools and Research Methods for Investigating Problems of Practice: Data-driven Research for Decision-Making (0.5 FCE)
  - Research Proposal Development (0.5 FCE)
  - Two half-courses (1.0 FCE) from one of the three areas of emphasis: 1) Early Learning and Early Years; 2) Special Education; or 3) Mental Health and Wellbeing
  - Research Methods course (select from the list of available research methods courses) (0.5 FCE)
  - APDXXXXH Decision-Making and Systems Change Theory (0.5 FCE)
- Students will have successfully reached candidacy once their thesis committee is formed and formal approval of the thesis proposal has been given by the committee.
- The thesis (Dissertation in Practice) is the culminating component of the Doctor of Education degree in Child Study and Education that shall include an identification and investigation of a problem of practice, the application of theory and research to problems of practice and/or policy and a design for implementation of ideas arising. Specifically, the thesis (Dissertation in Practice) consists of original research in the form of a written proposal or plan for innovative and impactful educational policy, guideline, advocacy, development project, or activism within an education relate field, aimed at improving practice at local, regional, national, or international levels.
- Students are full-time and must maintain continuous registration full-time and pay full-time fees until all degree requirements, including the thesis (Dissertation in Practice), are completed.
- Normally, students cannot transfer between the EdD and PhD programs.

Program Length

4 years full-time

Time Limit

6 years full-time

Appendix C: Library Statement

UNIVERSITY OF TORONTO LIBRARIES

University of Toronto Libraries Report for Doctor of Education in Child Study and Education (EdD), Department of Applied Psychology and Human Development, Ontario Institute of Studies in Education, October, 2018

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked 6th among academic research libraries in North America.[1] The UTL has an annual acquisition budget of $31 million. Its research and special collections comprise over 12 million print volumes, 5.6 million microforms, over 17,000 journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 1.9 million electronic books, journals, and primary source materials.[2] Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries[3]					
	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
ARL RANK	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**	Columbia	Michigan
4	Columbia	Columbia	Columbia	**Toronto (4th)**	Columbia
5	Michigan	Michigan	Michigan	Michigan	New York
6					**Toronto (6th)**

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
RANK/UNIVERSITY	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**
3/Toronto	**3/Toronto**	**3/Toronto**	**4/Toronto**	**6/Toronto**
10/British Columbia	18/Alberta	22/British Columbia	27/Alberta	31/Alberta
15/Alberta	24/British Columbia	26/Alberta	31/British Columbia	35/British Columbia
18/McGill	30/McGill	35/McGill	43/McGill	42/McGill
32/Montreal	35/Montreal	36/Montreal	49/Calgary	63/Calgary

Space and Access Services: The UTL's 44 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are available twenty four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Web-based services and electronic materials are accessible at all times from campus or remote locations.

[1] Chronicle of Higher Education (2017). Spending by University Libraries, 2015-16. *Almanac of Higher Education 2017 – 2018*, LXIII (43), 64.

[2] Figures as of 2015 taken from UTL's 2016 Annual Report.
http://www.library.utoronto.ca/library/aboutlibraries/annualreport/2016/AnnualReportUTL2016.pdf

[3] Chronicle of Higher Education (2017). Spending by University Libraries, 2015-16. *Almanac of Higher Education 2017 – 2018*, LXIII (43), 64.

Teaching, Learning & Research Support: Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting the Education Doctorate (EdD) degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.[4]

Program Specific Instructional Support: Instruction occurs at a variety of levels for the Education Doctorate (EdD) students and is provided by the faculty liaison librarian for Education. The OISE Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments, for example in courses including *Research Methods and Thesis Preparation in Human Development and Applied Psychology* (APD 1209) and *Mental Health in the Classroom: How Educators Can Help Our Most Vulnerable Students* (APD 1297). The Library also provides citation management workshops using Zotero and RefWorks software. The Library, through its liaison librarians, customizes library resource guides which can be linked in Quercus course pages. Examples of research guides include Psychological Tests and Measures (https://guides.library.utoronto.ca/psyctests), and Data and Statistics in Education (https://guides.library.utoronto.ca/edu-data).

Collections: Many college and campus libraries collect materials in support of the Education Doctorate (EdD). The largest collection of materials is centrally located in the OISE Library. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of the Education Doctorate (EdD) at the University of Toronto.

Journals: The Library subscribes to all of the top 25 journals listed in Journal Citation Reports (JCR)[5] in the following subject areas: Education & Educational Research; Psychology, Development; and Psychology, Educational. Of these titles, all are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

Monographs: The UTL maintains comprehensive book approval plans with 51 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of the Education Doctorate (EdD), we specifically receive books through plans with GOBI and ProQuest OASIS. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These selections include special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses and Canadian university presses.

Preservation, Digitization, and Open Access: The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, and support for preservation of

[4] Association of College & Research Libraries. Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

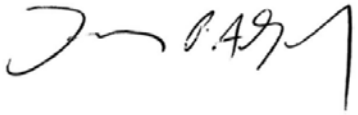
[5] 2017Journal Citation Reports® (Thomson Reuters, 2017)

research materials in all formats. In addition to acquiring materials in support of the Education Doctorate (EdD), the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user. Within the OISE T-Space collection, there is also a sub-community for the Department of Applied Psychology and Human Development which includes faculty publications.

Key Databases: *PsycINFO, ERIC*

Prepared by: Navroop Gill, Instruction & Liaison Librarian; Monique Flaccavento, Director, OISE Library, October 12, 2018

Submitted by:



Larry Alford, Chief Librarian, University of Toronto Libraries, December, 3, 2018.

Appendix D: Student Support Services

Student service information for Quality Assurance Framework [St. George Campus]
All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life Programs and Services, the academic division registrar offices, and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Students have access to comprehensive **physical and mental health care** on campus, including a medical clinic, travel medicine services, immunization, contraception and sexual health education. Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counselling services provided both by the health and wellness centre and the Sexual Violence Prevention and Support Centre. In addition, a large number of wellness programs are provided, such as mindful meditation, workshops on coping skills and stress management.

Housing needs, including off-campus housing listings and resources for students living independently, are met through the Student Housing Service.

Coaching and education in the development of key **learning skills** – from time management to overcoming exam anxiety – is provided through the Academic Success Centre. The ASC also partners with faculty to integrate success strategies and support into the curriculum. Students' career exploration and employment services are provided through a **Career Centre** offering resume and interview coaching, workshops, career resources, on and off-campus employment and volunteer listings, job shadowing, and career counseling.

Specialized services are provided for **international students** (orientation, advising, cross-cultural counselling), students with **disabilities** (academic accommodations, advising), students with **children or other family responsibilities** (advising, resources, subsidized child care), **Indigenous students** (academic support, financial counselling) and **lesbian, gay, bisexual and transgender** students (counselling, referrals, equity outreach and engagement).

Participation in **campus life** and **experiential learning** are facilitated through Hart House (clubs, committees, events), the Centre for Community Partnerships (service learning and volunteer opportunities in community settings), the Multifaith Centre (interfaith dialogue, events), and the Student and Campus Development (leadership development, orientation, recognition and support for student groups, activities.) **Sport and recreational facilities and programs** are

provided to all students through both Hart House and the Faculty of Kinesiology and Physical Education.

School of Graduate Studies, Student Services [all campuses]
In addition to the above services available to all students, graduate students have access to registrarial services and co-curricular programs at the School of Graduate Studies that assist students in meeting their academic goals.

Administrative staff at the School of Graduate Studies (SGS) provide **registrarial** services to graduate students including but not limited to recruitment, admission, orientation, registration, fees, program progress, awards/financial assistance and graduation. Fully equipped meeting rooms, which can be booked by student groups when not used for Final Oral Examinations, are distributed across two locations, the newly renovated 63 St. George Street (home of SGS Student Services) and 65 St. George Street. Financial advising and wellness counselling services are also available at 63 St. George.

The **Grad Room** is an accessible space on the St. George campus which provides University of Toronto graduate students with a lounge area and a multi-purpose space for academic, social and professional graduate student programming. An additional lounge area for graduate students is now available at 63 St. George. Grad Room is home to the **Graduate Professional Skills Program** (GPS)—a non-academic program offered by SGS including a variety of offerings that provide doctoral students a range of opportunities for professional skills development. The program focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS aims to help students communicate effectively, plan and manage their time, be entrepreneurial, understand and apply ethical practices, and work effectively in teams and as leaders.

The **Conflict Resolution Centre for Graduate Students** offers support to the University of Toronto graduate community in taking steps to prevent or resolve conflict.
It is a peer-led services that welcomes graduate students to connect confidentially with one of our trained G2G Peer Advisors to talk about options and strategies for addressing a concern and available university supports and resources.

The **Graduate Centre for Academic Communication** (GCAC) provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, GCAC helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. GCAC offers four types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, and website resources.

The Office of the Registrar and Student Services (ORSS), OISE
The Office of the Registrar and Student Services (ORSS) offers seamless and integrated services to all future and current students, graduates, faculty and staff.

At the ORSS, you are able to request, receive, and retrieve a wealth of student information that you need – planning your future at OISE, viewbooks, admission, digital forms, course registration, account information, fee payments, financial advice, counseling, well-being, accommodations, career services, the OSSC, professional development, convocation and much more. Key services provided by the OISE Student Services include:

Support for Students with Disabilities and Other Needs for Accommodation
The Office of the Registrar and Student Services works closely with the University of Toronto's Accessibility Services to implement recommended accommodations for students with a disability.

OISE has a dedicated On Location Accessibility Advisor for Professional Faculties North who is part of the larger Accessibility Services team and provides support to OISE, Social Work, and Law students from a satellite office in the Factor-Inwentash Faculty of Social Work (FIFSW) at 246 Bloor St. West.

Conferences and Workshops
The Office of the Registrar and Student Services supports a range of workshops and events to promote academic and career skills development.

Counselling Services and Resources
Many students encounter personal, health or situational circumstances that interfere with their ability to focus on their studies. OISE's Student Success Counsellor works with students to manage challenges and minimize disruptions to their personal well-being and academic success. OISE students can meet with the Student Success Counsellor, confidentially and one-on-one, to explore concerns, assess obstacles to academic success, and collaborate to develop support plans and strategies.

OISE Student Success Centre (OSSC)
The OISE Student Success Centre (OSSC) is an academic skills and support centre that offers students the opportunity to book one-on-one appointments with an OSSC advisor to improve their abilities in a wide-range of areas. Advisors have a range of professional and academic experience. Services include, assistance with:

- Academic writing
- Presentation skills
- Resume, cover letter and interviews
- Math support
- English language development
- International transition advising
- Graduate student writing groups

Appendix E: Letters of Support from Potential Employers

Stakeholders, Industry Leaders, Potential Employers supporting EdD in Child Study and Education.

Name	Position	Organization
Karen Dobbie	Principal	St. Mary School, Oakville
Tina MacCauley- Gray	Principal	Sagonaska Demonstration School & Provincial Demonstration Schools Branch of Ministry of Education
Susan Keller-Mathers	Associate Professor	International Center for Studies in Creativity at SUNY Buffalo State
Michelle Drimmie Miller	Practicum Coordinator	The Jackman Institute of Child Studies OISE at University of Toronto
Cheryl Zinszer	Retired Superintendent and (Provincial and Demonstration Schools) Education Consultant	

Oct. 28, 2018

Dr. Earl Woodruff
Chair, Department of Applied Psychology and Human Development
OISE at the University of Toronto

Thank you very much for advising me of your impending EdD in Child Study and Education. It is a very timely opportunity for educators to deepen their understanding of educational problems within at research-based, problem -solving approach centered on child study.
There is no question that there is a demand for a flexible doctoral program that focuses on problems of practice in our ever-changing and complex education and school environments. With its emphasis on rigorous and applied work that goes deep on issues directly relevant to mental health and well being, innovative elementary pedagogies, and professional practice, it is very timely.

In my areas of interest and work, I can certainly attest to a strong need for more innovative pedagogies and professional practice. For example, with the changing landscape of education, leaders need to be equipped with pedagogies that support the development of good mental health and well being for all children. Educators need to be armed with the knowledge, skills and resources that will enable them to support both students and staff as we collectively navigate the complex challenges that we are facing in the field of education. I believe all leaders who are committed to developing the conditions that support innovative and creative practices would find great value in this program. We need to foster leaders who are open minded and willing to do the hard, unbiased research required to give credibility to their conclusions.
My very best wishes for approval and successful implementation. Please advise when the application window is available. I have some candidates in mind.

Sincerely,

Karen Dobbie
Principal St. Mary School
2175 Colonel William Pkwy,
Oakville, Ontario L6M 0B7
Tel: 905-469-0038

Dr. Earl Woodruff
Chair, Department of Applied Psychology and Human Development
OISE at the University of Toronto

Dr. Rhonda Martinussen
Director of the Dr. Eric Jackman Institute of Child Study,
& Associate Professor, Department of Applied Psychology and Human Development,
OISE at the University of Toronto

Thank you very much for advising me of your impending EdD in Child Study and Education. It is a very timely opportunity for educational professionals. In my experience as a principal, I find that an increasing amount of my workload is based on the foundations of action research. Education, as an overall profession, is an increasingly complex field that requires everyone involved to be reflective practitioners and constantly analyze student data.

There is no question that there is a demand for a flexible doctoral program that focuses on problems of practice in our ever-changing and complex education and school environments. With its emphasis on rigorous and applied work that goes deep on issues directly relevant to mental health and well being, innovative elementary pedagogies, and professional practice, it is very timely.

In my areas of interest and work, I can certainly attest to a strong need for more innovative pedagogies and professional practice. As a principal, for example, I find that I daily face complex needs and challenges that require multi-disciplinary teams to practice collaborative problem-solving. Our professional practice is thereby embedded in action research as we analyze student work, behaviour and the environment in an ongoing effort to maximize learning potential and optimize resources.

My very best wishes for approval and successful implementation. Please advise when the application window is available as I am interested in applying to the program myself.

Sincerely,

Tina MacCauley- Gray
Principal
Sagonaska Demonstration School
Provincial Demonstration Schools Branch of Ministry of Education
350 Dundas St, Belleville Ontario, K8P 1B2
613-967-2830 ext 321
613-391-7008
tina.maccauley-gray@ontario.ca

INTERNATIONAL CENTER *for* STUDIES *in* CREATIVITY

BUFFALO STATE • The State University of New York

November 6, 2018
Dr. Earl Woodruff
Chair, Department of Applied Psychology and Human Development
OISE at the University of Toronto

I recently became aware of the development of an Ed.D. in Child Study and Education at your institution. There is an urgent need for scholar practitioners who are prepared, both through scholarly work and a willingness to be a change agent, to serve as thought leaders and innovators in education. The focus of this EdD is therefore very timely.

I have traveled the globe, teaching creative learning and innovative practices to educators in five continents and more than a dozen countries. I have listened to educators concerns and worked to assist teachers become leaders in their schools. In addition to my duties as a graduate faculty member of creativity studies, I am also a member of the Educational Leadership team at Buffalo State and chair the curriculum committee. I work to bring the skills and knowledge of change leadership to aspiring teacher leaders, principals and superintendents. In all these capacities, I recognize the gap in what we want educators to be able to put into practice and what educational opportunities are available at the university level to assist them with this daunting task.

Whether focusing on methods for facilitating change, educational innovations or authentic assessments for a diverse body of students, candidates in an EdD in Child Study and Education have the potential to make an impact in their local, national and international educational communities. I look forward to hearing more about the progress of this program and the opportunity to recommend outstanding educators to apply.

Sincerely,

Susan Keller-Mathers

Susan Keller-Mathers, EdD Associate Professor
International Center for Studies in Creativity at SUNY Buffalo State
November 8, 2016

Dr. Earl Woodruff
Chair, Department of Applied Psychology and Human Development
OISE at the University of Toronto

Dr. Rhonda Martinussen
Director of the Dr. Eric Jackman Institute of Child Study
Associate Professor, Department of Applied Psychology and Human Development
OISE at University of Toronto

I am writing in support of the Ed. D Program under development at The Jackman Institute if Child Study, University of Toronto. This new program will represent a natural extension of the Masters in Child Study and Education. Students graduating from this program would be the most sought-after leaders in education. They will be able to use their theoretical understanding of what is typical in the developing child as well as their firm grasp of the many challenges encountered by children today.

In my role as a health care professional at The Hospital for Sick Children Toronto, I saw first-hand the need for individuals with strong research and problem-solving skills, as we encountered many stressors to the physical and emotional well-being of the patients. Students graduating from this program would capably work from the evidence presented and apply their skills to research best practices and new learnings to improve the ability of children to learn and to combat the negative effects on development from illness and hospitalization.

In education, we are encountering many new challenges to the creation of classrooms that are culturally responsive, fair, and reflect current best practices in teaching and learning. Teachers and school leaders must understand the intricacies of child development in order to grapple with the many influences that impact our students and their learning. In schools, we now are looking to teacher leaders to move school teams forward in gathering data and using the data to inform decisions to best understand our students and meet their educational, social and well-being needs. Students graduating from this program would be these leaders.

As a principal with the Toronto District School Board, we were challenged to recruit and promote candidates who met stringent criteria including the following applicable skills:

- teachers who have the interest and capacity to further the school's vision and goals and reflect the needs and lived experiences of students
- skilled teachers providing collaboration, sharing leadership, creating a shared vision and building trusting relationships

- demonstrate knowledge to support system transformation based on a current variety of pedagogies including Inclusive Design
- actively plan and co-learn within the instructional program and ensures its reflective of lived experiences of students
- provide advice to teachers that empowers them to solve classroom problems
- have a strong knowledge of educational pedagogies with nuanced thinking about the instructional program
- understand what culturally sustaining/relevant pedagogy is in the context of curriculum
- know and understand how to use data (quantitative, qualitative, perceptual, etc.) to engage in data driven analysis to inform practice
- ensure that the diversity of students and community is reflected in the learning happening in classes
- ensure that programming is authentic and reflects the lived experiences and abilities of children
- draw on the voices and realities of students to make responsive programming decisions
- ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction
- support student engagement opportunities and ensures that students see diversity and equity represented widely

The students from the Ed. D program would have worked from a data driven perspective to move solutions forward to the problems encountered in education and teaching.

Working from a solid understanding of child development they will ensure the child remains focus of our ever-changing good work in meeting the needs of children.

Kind regards,

Michelle Drimmie Miller
Practicum Coordinator
The Jackman Institute of Child Studies
OISE at University of Toronto

Dr. Earl Woodruff
Chair, Department of Applied Psychology and Human Development OISE at the University of Toronto

Dr. Rhonda Martinussen
Director of the Dr. Eric Jackman Institute of Child Study,
& Associate Professor, Department of Applied Psychology and Human Development, OISE at the University of Toronto

Thank you very much for advising me of your impending EdD in Child Study and Education. It is a very timely opportunity for those working in schools to be able to pursue a degree while still employed. Teachers and administrators will welcome the opportunity to enhance their knowledge in general education, student well -being and especially Special Education because of the increasing number of students with special education needs in every school in Ontario.

There is no question that there is a demand for a flexible doctoral program that focuses on problems of practice in our ever-changing and complex education and school environments. With its emphasis on rigorous and applied work that goes deep on issues directly relevant to mental health and wellbeing, innovative elementary pedagogies, and professional practice, it is very timely.

In my areas of interest and work, I can certainly attest to a strong need for more innovative pedagogies and professional practice. Teachers and administrators need to have expanded knowledge in evidence -based practices, not just theory, to assist today's learners to reach their full potential. They need to understand theory and practices that can be applied to every school and classroom. The leaders of today must have a sound knowledge of evidence - based practices to move education forward to the next century. As todays' leaders, we are leading children "to a time we will not see" but must ensure that the students of today are prepared for tomorrow.

My very best wishes for approval and successful implementation. Please advise when the application window is available. I have some individuals in mind who may be interested in such an exciting program. If I can be of any further assistance, please do not hesitate to contact me. This is a very exciting program that will assist in meeting the demands in education today and tomorrow.

Cheryl Zinszer
Retired Superintendent (Provincial and Demonstration Schools) Educational Consultant
519 9330547

Appendix F: Appraisal Report, Administrative Response & Vice-Provost's Endorsement Letter

New Program Proposal
Appraisal Report

Ed.D. in Child Study and Education

Submitted by:
Dr. Deborah Stipek, Stanford University
Dr. Tom Dana, University of Florida

The Department of Applied Psychology and Human Development at OISE has proposed a high-quality Ed.D. program that serves an important need in the field. The proposal is clear and compelling and we recommend going forward with the program without reservations.

In addition to responding to prompts, we have made a few recommendations.

Report Summary

Program Evaluation Criteria

1. Objectives

Consistency of the program with the institution's mission and unit's academic plans.

The Department of Applied Psychology and Human Development (APHD) at OISE is proposing a new Education Doctorate program in Child Study and Education. The proposed program is very much aligned with the Department's focus on a child-centered approach to teaching and supporting the mental health and well-being of children in educational settings. The new program effectively complements their existing Master of Arts in Child Study and Education (MA-CSE) program. It will provide an opportunity for practitioners who have graduated from the master's program to deepen and expand their skills and it will give practitioners who graduated from other master's programs an opportunity to develop a strong background in child-centered teaching with a focus on mental health.

Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's graduate Degree-Level Expectations.

***Appropriateness of the degree or diploma nomenclature*.**

The requirements and learning expectations are clear and consistent with other Ed.D. programs in the Division. The program emphasizes the development and application of research skills, which sets it apart from master's level programs. The kind of applied research on topics relevant to the students' current problems of practice distinguishes it appropriately from a Ph.D.

We discuss some concerns about how well the specific requirements will meet the stated objectives in the "Program Content" evaluation section.

2. Admission Requirements

Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
Appropriateness of any alternative requirements for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

Admission requirements for the proposed Ed.D. in Child Study and Education in the Applied Psychology and Human Development (APHD) department requires prospective students to meet both the standards of the School of Graduate Studies as well as additional APHD admission requirements. The external appraisers find all of the proposed requirements appropriate for the proposed Ed.D.: (1) an MA or MEd degree in Education with high academic standing from a recognized university; (2) a letter of intent in which the applicant articulates an initial conception of a problem of practice they currently wish to explore; and (3) typically, work experience in an education related field preferably with an active school or practice venue so students have an environment in which they will engage in research related to their problem of practice.

The last criterion regarding work experience is essential to the success of the proposed program and the proposal would benefit from additional details. The faculty expects applicants to hold "substantial professional experience in an educationally-related context", but the nature of "substantial" is not well articulated. We recommend additional discussion of this criterion to determine if there is a period of time, type of educational environment (e.g., formal school), role in the educational environment, or other relevant characteristics that the ideal applicant would need to demonstrate for successful admission. During conversations during the onsite component of this review, interviews with potential applicants were deemed useful in selecting applicants for admission. Similar conversations

with employers of applicants might be helpful to ensure components of the proposed program**,** such as the Dissertation in Practice**,** can be accomplished in the employment setting.

Also, as the main outcome of the degree will be a practitioner research dissertation on a problem of educational practice, the faculty propose that applicants who hold a MEd or non-thesis master's degree submit evidence of their conceptualization of research and writing abilities. The preference is to admit applicants who have already conducted research and reported findings or results in a written format. Examples of evidence applicants may provide were included in the proposal and confirmed during on-site interviews as appropriate for this purpose: (1) a Qualifying Research Paper (QRP) or Major Research Paper (MRP), or (2) a writing sample from a graduate-level course assessment that highlights an ability to write clearly and analytically. This requirement is appropriate for the proposed program.

3. Structure

Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree-Level Expectations.
Rationale for program length in order to ensure that the program requirements can be reasonably completed within the proposed time period.

The Ed.D. in Child Study and Education is expected to be a four-year program for full-time students who are also full-time working professionals. The program includes coursework and research expectations throughout the year, including the summer session. Although it is not clear from the proposal documentation the extent to which it is possible for working professionals to pursue full-time study, interviews during the site visit with faculty and students were rife with understanding of the complexities of educating working professionals at the doctoral level and the level of faculty support and monitoring required for success. The faculty group is quite committed in this regard. The proposed program structure includes plans to monitor students' academic progress to the stated learning outcomes. Certain aspects of advising students, such as evaluating elective course options and making practical arrangements, require specialized assistance. The reviewers do not have a concern in overall capacity to execute the program. We would like to note, however, the coordinator and faculty should be especially focused on the time intensive culminating two years of dissertation study. They may require assistance to maintain a student success structure, especially in the early years of the program.

Pages 23-29 of the new graduate degree proposal for the Ed.D. in CSE nicely summarizes expected learning outcomes, assessments for determining whether students achieve those outcomes, and the courses and experiences students will undertake to develop the knowledge, skill, and disposition relevant to the proposed outcomes. The academic program is well structured around four sequenced courses (4.0 FCE): six half-courses during fall, winter, and summer of year one and one full-course during fall of year two.
The proposed planned program also appropriately includes a research methods course from an approved list, two elective courses, and a thesis/dissertation in practice. The first two years are dedicated to coursework while the thesis comprises the final two years.

The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

The program structure and delivery design, as well as standard university services in areas such as disability and counseling services, provide reasonable options for students who may need assistance. In the proposed program, students who are unable to complete the on-campus courses in Year One will need to wait a year to complete the course sequence. The rest of the program is flexible based on personalized interactions with a thesis advisor. The proposal includes a plan to accommodate students when they are unable to attend certain class sessions or require a review with archived lectures so students can access the lectures at any time.

One of the strengths of the faculty members associated with the proposed program is their collective expertise in individual differences in development, learning, and mental health and application in learning environments. These topics also are foci for courses in the proposed Ed. D. in Child Study and Education program.

4. Program Content

Ways in which the curriculum address the current state of the discipline or area of study.

The planned curriculum is current with the discipline and the area of study. It also addresses a significant need in the field for individuals who have deep expertise related to meeting the educational and mental health needs of all students.

Identification of any identified unique curriculum or program innovations or creative components and their appropriateness.

The focus on child wellbeing is an important strength and sets the program apart from others in the field of education. The research requirements are appropriate for the roles students are expected to play and take good advantage of their past and current experiences. A significant strength of the proposed program is the way it weaves students' current roles and interests into the educational program. What students learn will be directly applied to what they are experiencing in their professional roles and will help them address the challenges they are encountering in the field.

For research-focused graduate programs: clarity of the nature and suitability of the major research requirements for degree completion.

The major research requirements are clear and appropriate.

Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.

The proposed program complies with the University of Toronto's requirement that graduate students complete all of their course requirements from amongst graduate level courses.

Recommendations

The stated goal of the proposed program is to extend and expand students' knowledge and expertise in two interrelated domains--special education (e.g., policy, perspectives, contexts, pedagogy) and security, child and youth wellbeing (child and teacher mental health, resilience, learning environments, early years, equity). Only one course is required which covers both of these very broad areas. Students are required to take two additional electives, and deeper understanding of these topics could come from the electives. But it would also be possible for a student to graduate from the program with only one broad course in what is supposed to be the defining focus of the Ed.D. We understand the desire to give students flexibility in tailoring the program to their specific needs, but we suggest either more required coursework on the topics that the program purports to create expertise, or restrict options among the electives to ensure that students really do develop expertise in special education and child and youth wellbeing.

We have an additional concern related to a second stated goal of the proposed program. Throughout the proposal they refer to preparing students to serve as leaders and institutional change agents. These roles are also highlighted in letters from the field supporting the need for the program. We did not see in the program description explicit strategies for developing skills in working with adults in coaching or other leadership roles or on strategies for promoting institutional change or in engaging with policy issues. In our

conversations, the faculty had creative ideas about how to weave in training opportunities related to leadership and serving as institutional and policy change agents. We recommend that they make those strategies more explicit.

We have a third recommendation related to the program content. The proposed research requirements and experience are very appropriate and there is an appropriate emphasis on action research. One topic that we did not see in the proposed curriculum is training in using data for decision making. Developing questions, determining the data that needs to be collected to answer them, using the data to address practical questions, and interpreting findings in ways to guide practice and policies are important skills for school leaders. We recommend making sure that training related to the use of data to guide practice be woven into the research methods courses.

5. Mode of Delivery

Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree-Level Expectations.

The delivery mode of courses, lab experiences, and research activities is critical in an Ed.D. program designed for working professionals. The proposed program has considered the complexity of delivery and offers a well-considered combination of in-person and flex online opportunities. Several faculty already have experience teaching via flex delivery. It is not possible for students to complete the program solely via online instruction. Students are expected to be enrolled in face-to-face classes in Year One due to planned group experience, including observation/participation in studies at the Lab School. Certain electives in Year Two also may require on campus attendance. The remaining courses offer greater delivery flexibility. The Research Proposal Development course in Year Two may be completed face-to-face or online via flex delivery mode. This course in particular will require intensive faculty member engagement to provide a structured professional learning community (PLC) experience to support the development of an acceptable research proposal that meets stated standards. After the proposal course, the thesis supervisor is expected to provide the mentorship required for dissertation completion. As the professional doctoral dissertation is likely different from MA and Ph.D. theses, faculty load should be monitored.

An important element in the proposed program is the development of action research skills through an on-site research participation requirement in a Year One course. The faculty clearly have envisioned the need to support students as they learn classroom-based

research on important problems of practice. Under the guidance of faculty members, students will conduct inquiry and learn inquiry skills, including writing research reports, at the Lab School at the Dr. Eric Jackman Institute of Child Study. The experience is a program strength for building success in thesis research and program completion.

Lastly, we queried faculty and current students regarding their perceptions of online modes of delivery for the proposed programs. No one expressed any concerns. Students in particular rated their current flex/online experiences quite favorably, leaving the appraisers to conclude the multimodal plans for the program are appropriate and are highly likely to be successful.

6. Assessment of Teaching and Learning

Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree-Level Expectations.

The assessment plan to determine the degree to which students meet intended program outcomes is well considered in the proposed program. Multiple measures are proposed, including direct measures during the program as well as follow-up satisfaction surveys after program completion. During the program, course assignments are expected to be aligned with student learning outcomes in proposed courses. These direct measures of student learning will be graded. The "dissertation in practice" thesis, as a culminating product in which students demonstrate what they have learned in content and research skills, requires success on a Final Oral Exam. In reviewing the program proposal and speaking with faculty and students, the external appraisers believe the proposed direct assessments appear appropriate for a quality doctoral level education.

Notable opportunities to collect additional assessment information come through indirect measures. Exit surveys upon program completion and satisfaction surveys of graduate and employers will solicit perspectives on the quality and impact of the program. To be useful in determining whether students met program expectations and how program completers are making a difference post-graduation, survey content should be carefully aligned with learning outcomes and program expectations. In reviewing the program proposal and speaking with faculty and students, the proposed indirect assessments are appropriate for continuous improvement of a quality doctoral level program.

Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree-Level Expectations.

Assessments articulated in the proposal for the Ed.D. in Child Study and Education are appropriate and thorough. Descriptions of ways students will be assessed align well with proposed course and degree expectations. For example, assessments such as class discussions, essays and opinion papers, presentations, major papers, research plans, and literature reviews are consistent with a quality doctoral education. The faculty expressed quality expectations, such as advanced understanding of the extant literature, for assessments including papers prepared in a scholarly manner (e.g., articles, research proposals) and presentations being similar to those at a conference. Expectations for proficiency with quality research criteria permeate the program and align explicitly with the degree. The proposal includes a detailed description of the plans for the Ed.D. thesis (Dissertation in Practice) and how the quality criteria expressed relate to a culminating opportunity to comprehensively assess student performance.

The proposal states students' academic progress will be monitored by the program coordinator, course instructors, and program administrative staff to ensure that students are meeting program requirements and timelines.

7. Resources

Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.

We are not aware of any institutional commitment to supplement current resources, although the proposal mentions that there have been conversations about start-up costs, such as advertising. With regard to human resources, the current faculty should be sufficient.

An unusual resource is the Eric Jackman Institute of Child Study Laboratory School, which is conveniently located in the JICS. The school serves as a training site for the current master's program students, and the staff are accustomed to serving as a laboratory for training and research. The school will serve as a site for Ed.D. students to develop their child observation skills.

Recommendations

There are two resources that we recommend considering. If we understand correctly, students in the program will not have a primary advisor until they begin their dissertation

proposal. Because the program is designed for people who are working full time and could easily fall behind, there should be some individual who has responsibility for tracking their progress, helping them select electives, and providing general support for dealing with inevitable challenges. One option is to hire someone who serves as an advisor to all of the student in the program, at least until they begin their dissertation. Another is to assign a faculty advisor from the very beginning, although the latter approach would add to the faculty workload. We recommend that the Department adopt some clear policy that will ensure ongoing advising and support from the beginning, and this may have resource implications.

Adequacy of resources to sustain the quality of scholarship and research activities of graduate students, including library support, information technology support and laboratory access.

They do not anticipate any additional space requirements including laboratory space, library resources, or additional technological supports or equipment. Ed.D. students will be accommodated in existing classrooms and space within OISE and JICS. The program will utilize the existing online resources available through Education Commons at OISE to facilitate lectures and course-based materials to be available online. They will also be able to draw on the resources of JICS where the Ed.D. in Child Study will be housed, (e.g., classrooms, laboratory school, student lab offices). The Ed.D. will be able to utilize the state-of-the-art technology and high-technology facilities at JICS.

Faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate. Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.

This program, unlike most Ed.D. programs which focus on leadership in administrative positions, is designed to support experts working directly with children in practice. Although some graduates may end up in administrative roles, such as in district offices or policy contexts, their expertise related to children's development will serve them well, and the faculty in APHD has extensive expertise in child development. Their faculty are sufficient in both number and diversity of expertise.

Where appropriate to the program, financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

Students in the proposed program will have the same access to financial assistance that students in current Ed.D. programs have.

Supervisory load distribution and the qualifications and appointment status of faculty who will provide instruction and supervision.

The goal, as we understand it, is to accept students who have strong applied interests and were previously accepted to the Ph.D. "flex" program, into the Ed.D. program instead. If this occurs, the new program will not increase doctoral advising loads on faculty. Current advising loads are within the norm of graduate education programs.

8. Quality and Other Indicators

Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

The faculty in the Department of Applied Psychology and Human Development are well known as distinguished researchers and have all of the expertise needed to provide a high-quality Ed.D. program focusing on special education and child well-being. They are complemented by faculty in other Departments at OISE that have relevant expertise and could both teach courses and supervise students. All of the faculty members who are likely to be involved in the proposed program have strong commitments to and extensive experience connecting research and theory to practice and are thus in an ideal position to participate in an Ed.D. program. An important strength of the proposed program is the extensive involvement of faculty with schools, policy makers and other organizations related to the field of education.

Program structure and faculty research that will ensure the intellectual quality of the student experience.

The program structure is appropriate. The faculty have relevant experience and are well known for the quality of their research. Built into the proposed program are courses and experiences that are designed specifically to give students the tools and skills they need to do high-quality dissertations and to weave research into their professional work.

The extent to which the program has integrated any elements that enhance the diversity of its curriculum, students or teaching staff.

The faculty have a strong child-centered focus and are experienced and committed to understanding individual differences. The proposal does not mention race, ethnicity, or

gender, although it does mention equity as a goal. The faculty we met were not very diverse in terms of race or ethnicity, although the students were.

Racial and ethnic diversity may need to be a consideration in future faculty hire.

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Glen A. Jones, Ph.D.
Professor and Dean

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

April 3, 2019

Re: Administrative Response to the External Appraisal of the Proposed Education Doctorate (EdD) in Child Study and Education

Dear Professor McCahan,

I am pleased to provide my administrative response to the external appraisal of the proposed professional doctorate, the Doctor of Education (EdD) in Child Study and Education, which will be offered within the Department of Applied Psychology and Human Development (APHD) at the Ontario Institute for Studies in Education (OISE).

We are grateful to external appraisers, Professor Deborah Stipek, Stanford Graduate School of Education, and Professor Tom Dana, College of Education, University of Florida; for their consultation with us during the external appraisal visit on March 8, 2019, and for their encouraging comments and thoughtful suggestions.

My colleagues and I were pleased to receive the appraisers' positive comments in support of the program. Specifically, they noted that the Department of APHD at OISE has proposed a high quality EdD program that serves an important need in the field. Their assessment confirms that the program's goals align with OISE's Academic Plan, especially regarding the notion of redefining existing and developing new professional doctorates in order to renew the reputation and relevance of this degree for a broad range of education leaders. The appraisers also observed that the proposed program is aligned with the Department's focus on a child-centered teaching and supporting the mental health and well-being of children in educational settings. Mental Health and Wellbeing is an important focusing theme in the Institute's Academic Plan along with the goal to influence policy, research and practice on wellbeing and mental health in schools and communities through our faculty and student research and clinical programs. Furthermore, the appraisers expressed confidence in our faculty to successfully mount and sustain the program. They commended the faculty members' collective expertise and research that informs our understanding of child development, special education and adaptive instruction, mental health, pedagogical practices, and theory. They also highlighted that the program proposal is clear and compelling and recommended that the University should move forward with the program without reservations.

The appraisers highlighted that the program's major strength and innovative aspect is the way it weaves students' current professional experience and interests into the program. Explicitly, what students learn in the program will be relevant and directly applied to what they are experiencing in their professional roles, which will help them address the challenges they encounter in the field. Furthermore, the appraisers found that the requirements and program learning outcomes are clear and aligned with the degree level expectations for doctoral degrees, as well as consistent with other EdD programs at OISE. Their comments on the mode of delivery confirmed that the mix of face-to-face classes, hybrid (flex) courses, and online courses is appropriate for working professionals.

In addition to highlighting the innovative aspects of the program, the appraisal report also offered important recommendations on areas of improvement. Since professional experience in an education related field is an important admission requirement for the proposed EdD, the appraisers recommended to clarify the admission requirements to determine whether there is a period of time, type of educational environment (e.g. school), or other relevant characteristic that the ideal applicant would need to demonstrate. We agree with this recommendation and have changed the admissions requirements to indicate that: (1) normally a minimum of 3-years of current/recent work experience within a school or community is required; (2) that applicants need a letter from their employer supporting their ability to conduct their applied research within the school or community setting; and that (3) normally, an interview is required prior to admission.

The appraisers' recommendations related to the curriculum are threefold. First, since the goal of the EdD is to expand students' knowledge and expertise in two interrelated domains: (1) special education; and (2) security, child and youth wellbeing; they recommended to either include more required coursework, or restrict elective course options to ensure that students will gain a deeper knowledge in these broad areas. To address this recommendation, the proposal has been adjusted so that students will take two courses in one of three emphases in areas of the two interrelated domains. The emphases are: 1) Early Years and Early Learning; 2) Special Education; and 3) Mental Health and Wellbeing. Second, since the program strives to prepare students to serve as leaders and institutional change agents, the appraisers recommended identifying strategies for developing leadership skills, as well as skills related to institutional change and engagement with policy issues. In response to this recommendation, the curriculum has been adjusted so that there will now be a 0.5 FCE course on decision-making and systems change theory that will be offered in the winter term of third year in the program. This also corresponds to the newly added program learning outcome that will inform students' ability to "demonstrate an understanding of factors that influence decision-making in practice, and knowledge of how to change systems", and will help students achieve the depth and breadth of knowledge. Third, given that the program includes an important emphasis on action research, the appraisers recommended that training related to the use of data to guide practice, which is essential for school leaders, be integrated into the research methods courses. In response to this recommendation, more emphasis on defining problems of practice was included in the "Issues in Child Study and Education: Research, Policy, and Problems of Practice" course. Additionally, a focus on data-driven research for decision-making was built into the "Advanced Study of Tools and Research Methods: Data-driven Research for Decision-Making" course.

Regarding human resources, because the EdD is designed for working professionals who will inevitably face challenges with balancing their academic and professional pursuits, it would be important to ensure that they are well supported over the course of their program. The appraisers recommended to either assign a faculty advisor to each student at the beginning of the program—although this may impact faculty workload; or to identify an academic advisor to all students who would be responsible for tracking their progress and for providing general support. In response to this recommendation, the introduction of the above mentioned half-course on systems change and decision-making theory in the third year of the program will not only provide essential knowledge and skills but will also keep students on track and engaged as a learning community when they should be heavily focusing on their thesis. Additionally, as per the practice with all other programs at OISE, the proposed EdD will have an academic program coordinator who will, among other responsibilities, support student learning and monitor their progress. Specifically, the revised proposal indicates that, similar to other graduate degrees within the department, a detailed monitoring form will be created and used by faculty and the academic coordinator to monitor students' progress to ensure students are on track for meeting degree completion goals. Finally, the appraisers observed that the faculty members they met during the site visit were not as diverse as the students in terms of race, or ethnicity and noted that racial and ethnic diversity of faculty may need to be a consideration for the future. Related to this, we would like to note that our Academic Plan includes a strong commitment to increasing the diversity of our faculty, staff and students in order to better reflect the communities we serve, which, along with our commitment to equity and social justice, continues to be an important priority for all of our departments and units.

We are grateful to Professor Dana and Professor Stipek for their time and insights; their appraisal has affirmed our goals and helped to strengthen the proposal in important ways ensuring that it accurately reflects our vision for the EdD in Child Study and Education.

Sincerely,

Glen A. Jones, PhD
Professor and Dean
Ontario Institute for Studies in Education

UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

April 5, 2019

Glen A. Jones
Professor and Dean
Ontario Institute for Studies in Education
University of Toronto

Re: Appraisal Report, Proposed Doctor of Education in Child Study and Education

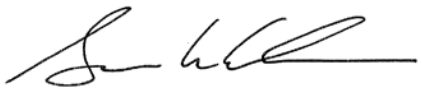
Dear Glen,

I am very pleased to receive the appraisal of the proposed Doctor of Education in Child Study and Education. Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the appraisers for consideration.

As you note, the appraisers indicated that the proposal is clear and compelling and they had no reservations with the proposal moving forward. The appraisers suggested adding more academic content to the program's two interrelated domains: 1) special education and 2) security, child and youth wellbeing. In response, the proposal now requires students to choose one of three emphases related to the domains. The appraisers also suggested adding content in leadership strategies and systems change; and the use of data for decision making. In response, the proposal now includes a new course on decision-making and systems change theory and includes academic content on data-driven research for decision making in the required course "Advanced Study of Tools and Research Methods for Investigating Problems of Practice." The appraisers commented that as students will be working full-time, they will need to be supported in order to progress in a timely way, especially before their thesis committee is established. Your response notes that the new decision-making and systems change theory course has been positioned strategically in the third year of studies when students are starting their thesis (dissertation in practice) to support the cohort at that time. You also confirm that all the regular supports of degree programs will be available to these students, including advising through an academic coordinator. As well, the usual monitoring will apply to students in this program. Finally, the appraisers commented that faculty they met were not very diverse in terms of race or ethnicity and this may need to be a consideration in future faculty hires. Your response affirms that the Faculty's Academic Plan includes a strong commitment to increasing the diversity of faculty, staff and students in order to better reflect the communities the Faculty serves.

I will be very pleased to recommend this new professional doctorate degree program to governance for approval, following approval at the Divisional level.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs
cc:

Joshua Barker, Dean of Graduate Studies and Vice-Provost, Graduate and Research Education
Gretchen Kerr, Vice-Dean, Programs and Innovation, School of Graduate Studies
Brian Desrosiers-Tam, Director, Office of the Vice-Provost, Graduate Research and Education
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs
Jennifer Francisco, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs