

education

Teacher Education

2003-2005

Faculty of Education
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Université d'
University of 
Ottawa



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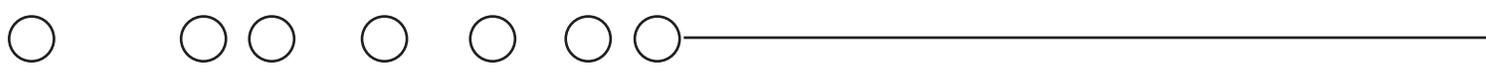




Table of Contents

University Mission Statement	2	Program Chart	18
University Governance	2	Programs of the Anglophone Sector	19
Message from the Dean	3	Objectives	19
Historical Notes	4	Organizational structure	19
Faculty of Education	5	Profile of a teacher education graduate of the	
Administration	5	University of Ottawa	19
Faculty council	5	Statement of “first principles” of the Teacher	
Teaching personnel	5	Education section	19
Administrative staff	6	Teacher Education Pre-service Programs	21
Academic Regulations	9	Academic information	21
Student responsibilities regarding academic affairs	9	Ontario College of Teachers	22
Regulation concerning registration and courses	9	Program of studies	22
University of Ottawa grading scale	11	Native Teacher Education Program	24
Computation of average	11	Second Language Teaching (French or English)	25
Practica marks	12	Programs	25
Grade report, transcripts and conservation		Job opportunities	25
of records	12	Graduate Studies Programs	26
Final standing	13	Glossary	27
Registration for degree	13	Courses offered by the Faculty	A-1
Other important information	13		
Prizes, Medals and Scholarships	17		
Recognition of excellence	17		
Scholarships	17		
Other scholarships	17		
Financial aid	17		



The following calendar is a complete guide to the undergraduate programs and courses offered by the Faculty of Education for the period 2003-2005. Requirements for each program are presented in the calendar, as well as academic regulations concerning all students of the University and those specific to the Faculty of Education.

The academic regulations presented in this calendar are effective on the date they were approved by the Senate of the University of Ottawa. The University and the Faculty reserve the right to modify these regulations without prior notice. It is strongly recommended that students consult the Web-based version of the calendar that is updated annually.

University Governance

The University of Ottawa Act (1965) assigns the Board of Governors the power to establish the necessary regulations for the government, administration, direction and management of the University. The Senate of the University establishes academic policies. To this end, it approves all programs, determines academic curricula and admission requirements at the University, oversees the distribution of scholarships, confers degrees, and other policies.

Rector and Vice-Chancellor: Gilles G. Patry

Chancellor: Huguette Labelle

Chairman of the Board of Governors: J. Richard Bertrand

Student participation

During the course of the academic year, students are called upon to elect a certain number of student representatives to the governing bodies of the University.

- a) **Board of Governors:** The student body may elect two representatives:
 - one regular student registered at the Faculty of Graduate and Postdoctoral Studies
 - one regular undergraduate student
- b) **Senate:** The student body may elect eleven representatives
 - one regular full-time undergraduate student by Faculty
 - two regular full-time student for the Faculty of Graduate and Postdoctoral Studies (one from the science faculties and one from the humanities)

University Mission Statement

The location, tradition, character and special mission of the University of Ottawa make it a reflection, in an academic setting, of the Canadian experience. Situated in the capital of Canada at the juncture of English and French Canada, the University has been linked since the middle of the 19th century to both linguistic groups in Canada and notably to the Franco-Ontarian community. As a result it has developed as a major bilingual institution of higher learning serving Ontario and the whole of Canada. It provides students and staff with an exceptional meeting ground for two of the prominent intellectual and scientific traditions of the western world; it offers a unique setting for cultural interaction and understanding; moreover, its proximity to government agencies and research centres places it in an optimal position to link Canadian scholarship with the external world. By virtue of its commitment to excellence in a bilingual and bicultural milieu, the University of Ottawa is Canada's premier bilingual university.

To preserve and enhance its stature, the University of Ottawa is pledged to quality of the highest standing in all the teaching programs and research undertakings of its academic and professional sectors: Administration, Arts, Education,

Engineering, Graduate Studies, Law, Medicine and Health Sciences, Science, and Social Sciences. This pledge leads it to declare the following intentions:

- to maintain and develop the widest range of teaching and research programs of national and international standing in both French and English;
- to attract first-class scholars and students;
- to maintain and enhance the bilingual and bicultural milieu of the University;
- to exercise leadership in the development of teaching, research and professional programs designed specifically for the French-speaking population in Ontario;
- to give priority consideration to those programs of excellent academic standing that reflect, or train professionals to contribute to the two main cultural traditions of Canada;
- to continue to be a leader in the promotion of women in all aspects of university life;
- to further international co-operation.



Message from the Dean

The Faculty of Education at the University of Ottawa is constantly evolving in relation to social and technological realities of our ever-changing world. The Ontario education system is familiar with the mission of this Faculty, which offers undergraduate, graduate and professional development programs. Moreover, since its creation, the Faculty has defined itself as a leader in education, establishing links between francophone and anglophone cultures, promoting research and its distribution, as well as developing practitioners and researchers who critically analyse educational issues.

In an effort to respond to the emerging needs of a society on the move, the Faculty has integrated values stemming from the past, present and future. It has also strengthened relationships with its many partners, such as school boards, professional associations and the community. Because of this integration, the Faculty is able to maintain its fundamental work of reflection that gives meaning to the profession of teaching.

In addition to possessing unique access to the world of education, the Faculty wants to be an interdisciplinary crossroad where dialogue contributes to the enrichment of knowledge and to the conception of new initiatives. Those who study here can flourish in such an environment and thereby contribute to their future and the future of the intellectual community.

We at the Faculty of Education extend a warm welcome to you and look forward to providing guidance and assistance if required.

Welcome to our – and your – Faculty.

Marie Josée Berger
Dean



Historical Notes

1875	The “Ottawa Normal School” opens its doors. In 1953 it becomes the “École normale de l’Université d’Ottawa.”	1996	Establishment of the Ontario College of Teachers. Following the establishment of the College, the Ontario Certificate of Qualification replaces the Ontario Teacher’s Certificate.
1942	The School of Psychology is created at the University of Ottawa. In 1965, it becomes the Faculty of Psychology and Education, operating solely at the graduate level.		Professional development programs leading to additional basic qualifications or additional qualifications are now under the jurisdiction of the Ontario College of Teachers.
1967	The Faculty of Education becomes a distinct entity.		
1969	The École normale becomes part of the Faculty of Education.	1999	Initial accreditation of BEd Programs – Formation à l’enseignement and Teacher Education – by the Ontario College of Teachers.
1974	The Ottawa Teachers’ College becomes part of the Faculty of Education.	2000	Regrouping of the graduate studies programs (MEd, MA(Ed) and PhD) under one administrative unit.
1978	The Faculty of Education moves into its current headquarters in Lamoureux Hall.		Creation of an administrative unit for professional development programs and other education initiatives.
1995	The Faculty’s Learning Resource Centre and Resource Centre for Research in Education open their doors.		
1994-96	The Faculty restructures its administration and its programs. Average annual registrations at the Faculty exceed 2,500, and students are divided into the following programs, reporting to five separate administrative units:		
	<ul style="list-style-type: none"> • Teacher education, offered by two separate units, one French-language, the other English-language, and leading to the baccalaureate in education (BEd) and to the Ontario Teacher’s Certificate. These degrees allow graduates to teach in Ontario’s French-language or English-language schools, depending on the language in which they studied. • Professional development programs offered by two separate units, one French-language, the other English-language, and leading to either a master’s degree without thesis (MEd) or various “Additional Qualifications” recognized by the Ministry of Education and Training of Ontario. • Master’s program with thesis (MA) and doctoral program (PhD) offered in either official language and structured around four concentrations. 		

Faculty of Education

Administration

DEAN

Marie Josée Berger, BEd(UQAM), MEd, PhD(Ottawa), professor

VICE-DEAN (RESEARCH)

Yves Herry, BEPEO, MA, PhD(Laval), professor

VICE-DEAN (PROGRAMS)

Renée Forgette-Giroux, BPed(Montréal), BEd(UQAH), MA(Ed), PhD(Ottawa), professor

SECRETARY OF THE FACULTY

J. David Smith, BA(St.F.X.), MEd, PhD(McGill), assistant professor

DIRECTOR, GRADUATE PROGRAMS

Timothy Stanley, BA(McGill), MA, PhD(UBC), associate professor

DIRECTOR, FRANCOPHONE SECTOR, FORMATION À L'ENSEIGNEMENT

François Desjardins, BA, BEd(Ottawa), PhD(UQAM), assistant professor

DIRECTOR, ANGLOPHONE SECTOR, TEACHER EDUCATION

Barbara Graves, BA, MA, PhD(McGill), associate professor

ADMINISTRATOR, PROFESSIONAL DEVELOPMENT PROGRAMS AND NEW INITIATIVES

Leila Metcalf, BA(McGill), MEd(Ottawa), EdD(Toronto)

Faculty council

A council responsible to the Senate of the University directs the Faculty. The Faculty council is composed of the dean as chairperson, the two vice-deans, the three program directors, eight professors elected by the assembly, and one full-time student per program appointed by his or her peers.

The executive committee of the faculty is composed of the dean as chairperson, the two vice-deans, the secretary of the faculty and three professors, members of the Faculty council elected by the council.

The various programs offered by the Faculty are governed by the program council composed of the program director as chairperson and full-time professors teaching in the program. Other regular committees of the Faculty are the research and

staff development committee and the educational policy committee.

Teaching personnel

AHOLA-SIDAWAY, Janice, BA(Connecticut), MA, PhD(McGill), associate professor

ANDREWS, Bernard W., ARCT, BMus, BEd, MMus, EdD(Toronto), associate professor

BARFURTH, Marion, BA, MTM(Conc.), PhD(McGill), assistant professor

BARLOSKY, Martin, BA(Adelphi), MDiv(Union), EdD(Toronto), assistant professor

BÉLAIR, Louise, BA(UQAM), MA, PhD(Montréal), professor

BERGER, Marie Josée, BEd(UQAM), MEd, PhD(Ottawa), professor

BOUDREAU, Pierre, BEd(Sherbrooke), MSc(PE), PhD(Laval), associate professor

BOURASSA, Michelle, MA(Ps)(Edinburgh), PhD(Ps)(UQAM), associate professor

BOURDAGES, Johanne, BA, MA, PhD(Ottawa), professor

BUSQUE, Laurier, BSc(Sherbrooke), MA, PhD(Montréal), associate professor

CHAMPAGNE-MUZAR, Cécile, BA, MA(Ottawa), PhD(Montréal), associate professor

COOK, Sharon Anne, BA(History)(Carl.), BEd(Queen's), MA(Cdn. Studies), PhD(History)(Carl.), professor

COUSINS, J. Bradley, BA(Trent), MA(Lake.), PhD(Toronto), professor

DESJARDINS, François, BA, BEd(Ottawa), PhD(UQAM), assistant professor

DUQUETTE, Cheryl A., BA(History)(Carl.), MEd, PhD(Ottawa), associate professor

EGAN, Mairi, BEd(Aberd.), MEd(Leicester), MEd(N.B.), PhD(Ottawa), assistant professor

FORGETTE-GIROUX, Renée, BPed(Montréal), BEd(UQAH), MA(Ed), PhD(Ottawa), professor

FORTIN, J.-Claude, BA, BEd, MEd, PhD(Ottawa), professor

GAZZOLA, Nicola, BSc(Conc.), MEd, PhD(McGill), assistant professor

GIROUX, Aline, BA(Ottawa), BPh, MAPH(Coll.Dom.), PhD(Ed)(Ottawa), PhD(Phi.)(Montréal), professor

GOH, Swee, BBA(N.B.), MBA, PhD(Toronto), professor, cross-appointment

GRAVES, Barbara, BA, MA, PhD(McGill), associate professor
 HERRY, Yves, BEPEO, MA, PhD(Laval), professor
 JEFFERSON, Anne, BEd, MEd, PhD(Alta.), professor
 LACASSE, Raynald, BA, BSc, MA, PhD(Montréal), associate professor
 LAUZON, Yves, BA, BEd, MEd(Ottawa), assistant professor
 LAVEAULT, Dany, BA, MA, PhD(Laval), professor
 LEBLANC, Raymond, BA, MEd, PhD(Ottawa), professor
 MacDONALD, Colla Jean, BSc(Acad.), MA(Alta.), EdD(Toronto), professor
 MACLURE, Richard, BA(Victoria), MA(Carl.), PhD(Stanford), associate professor
 MASNY, Diana, BA, MA(McGill), PhD(Montréal), professor
 McLEAN, Lorna, BA(Waterloo), MA, PhD(Ottawa), assistant professor
 MICHAUD, Pierre, BA, BEd(Moncton), MA(N.B.), CertAS(Maine), PhD(Laval), professor
 MORAWSKI, Cynthia, BA(Conn.), MEd(Ottawa), MEd, EdD(Col.), associate professor
 MUJAWAMARIYA, Donatille, BSc(Rwanda), MSc, PhD(Laval), assistant professor
 PAQUIN, Maryse, BA(UQTR), MA, PhD(UQAM), associate professor
 PARÉ, David, BA(McGill), MA(UWO), MEd, PhD(Alta), assistant professor
 PARIBAKHT, Tahereh, BA(Tehran), MA(McGill), PhD(Toronto), professor, cross-appointment
 RAYMOND, Patricia, BA(Rutgers), IPFE, LèsL, MA(Paris), MA(Ottawa), PhD(Montréal), associate professor, cross-appointment
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 SAINT-GERMAIN, Michel, BA, BSc(PhysEd)(Montréal), MEd, PhD(Ottawa), professor
 SAMSON, André, LLB, BTh(Laval), MA(Saint-Paul), PhD(Laval), assistant professor
 SETHNA, Christabelle, BA, MA, PhD(Toronto), assistant professor, cross-appointment
 SIMON, Marielle, BA, BEd(Laur.), MA, PhD(Toronto), associate professor
 SMITH, J. David, BA(St.F.X.), MEd, PhD(McGill), assistant professor
 STANLEY, Timothy, BA(McGill), MA, PhD(UBC), associate professor
 STE-MARIE, Diane, BEd(McGill), MSc, PhD(McMaster), associate professor, cross-appointment
 SUURTAMM, Christine, BA(York), BEd, MA, EdD(Toronto), assistant professor

TAAFFE, Ruth, BA, MA(Carl.), PhD(Ottawa), associate professor
 TAYLOR, Maurice, BA(Carl.), BEd(Queen's), MEd(Ottawa), PhD(Toronto), professor
 THÉBERGE, Mariette, BMus, BEd(UQAM), MEd(Ottawa), PhD(UQAH), associate professor
 TRUDEL, Pierre, BSc, MSc, PhD(Laval), associate professor, cross-appointment
 VÉZINA, Nancy, BEd(UQAR), MA(Moncton), lecturer
 VIGNOLA, Marie-Josée, BEd(McGill), MA(Ling)(Queen's), PhD(Ottawa), associate professor
 WESCHE, Marjorie B., BA(Corn.), MA(Oberlin), MA(Fla.), PhD(Toronto), professor, cross-appointment
 WESTHEIMER, Joel, BSc(EEng)(Princeton), MA, PhD(Stanford), associate professor

Adjunct professors

LEROUX, Janice, BA, MEd(Brock), PhD(Conn.)
 LÉVESQUE, Denis, BA(Ottawa), BEd(Toronto), MEd, PhD(Ottawa)
 RANCOURT, Richard, BA(Laur.), BEd, MEd, PhD(Ottawa)

Professor emeriti

DESJARLAIS, Lionel, BA, BPed(Montréal), MA, PhD(Ottawa)

Administrative staff

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(Teaching and administration)**

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Academic secretariat

(613) 562-5804

Learning Resource Centre

(613) 562-5861



Services offered by the University

To help students succeed in their studies, the University of Ottawa offers several services. One of the most encompassing services is the Student Academic Success Service or SASS. Some of the services offered include the following:

- The Academic Writing Help Centre (AWHC) provides students with one-on-one assistance in the development of their scholarly writing abilities free of charge. Students receive help in correcting mistakes and addressing weaknesses in their academic writing, learning the importance of planning written work, and interpreting instructors' comments on papers.
- The Access Service offers individualized services to improve the learning conditions for students with disabilities, including learning disabilities. This service puts professional resources and specialized equipment at the disposal of students.

For more information on the Student Academic Success Service (SASS) consult the following Web site, www.sass.uottawa.ca.

Services offered by the Faculty

Academic secretariat

Students can obtain additional information regarding the Faculty's programs by consulting the academic assistants in Lamoureux Hall, Room 135.

Professors

Professors teaching within the teacher education program possess high levels of competence as scholars and teachers. Tenure-stream professors maintain a steady output of scholarship (books, articles, and conference presentations) related to their teaching domain, and contribute to the advancement of knowledge within education. Seconded professors possess high levels of professional recognition from colleagues within the teaching profession, and contribute to professional service activities within the Faculty and community. Visiting and part-time professors are chosen on the basis of the qualifications they possess in relation to the teaching domain, and are sometimes recognized as experts in the field. The Faculty of Education has a commitment to the advancement of women and minorities within education. All professors are committed to the principles of intellectual nurturance and professional support for candidates entering the teaching profession. Professors are available for meeting with students weekly during office hours. Profiles of professors' research interests and publications are presented on the Faculty of Education Web site.

Learning Resource Centre

The Learning Resource Centre, located in Room 245, Lamoureux Hall, supports the programs of the Faculty of Education, in a proactive and integrative manner, with activities involving teaching and learning resources in both English and French.

The centre has an excellent collection of pedagogical documents, and is also equipped with the latest technologies and communications equipment. It offers bibliographical resources as well as reference and consultation services for the production of multimedia documents. The centre also sells educational material.

Access Entry Program

The Faculty of Education at the University of Ottawa is committed to the triumph of the human rights movement on behalf of minorities, persons with disabilities, and Aboriginal people. The principles upon which the Faculty calls are enshrined in three important pieces of legislation and/or University policy.

1. The Human Rights Code of Ontario states that "every person has the right to equal treatment with respect to services, goods, and facilities, without discrimination."
2. The University of Ottawa statement on the access of handicapped students states: "The role of teaching and administrative personnel is to ensure optimal conditions of learning to students who are handicapped and to furnish such modifications required in their pursuit of learning."
3. The University of Ottawa Faculty of Education admissions policy states that 14 per cent of positions available to oncoming candidates in the baccalaureate in education program will be reserved for qualified members of visible minorities, Aboriginal students, and students with disabilities.

These principles require the ongoing commitment of instructors who work to ensure optimal conditions for student learning. Such conditions sometimes require the instructor to make modifications that will enable the successful pursuit of learning. Such modifications include, minimally, advocacy for minority and disabled persons, and maximally, the provision of alternative instructional strategies that will help learners to perform those instructional tasks that may require abilities (such as the ability to see or hear), or experiences (such as those associated with particular cultural or religious groups) outside of the learner's understanding or condition. Instructors work with teacher candidates to provide learning experiences that facilitate success in learning and teaching, supported with essential support services and materials as required.

Instructors support students who self-identify on the basis of special need, and to make the necessary modifications in pedagogy to facilitate success.



It is the role of special needs students to self-identify to special services, to professors, and to the director as early as possible in the academic session to plan in writing those forms of programmatic support that will be required to support success.

According to the Ontario Human Rights Code, persons with disabilities include those who identify themselves as being disadvantaged because of any persistent mobility impairment, visual impairment, hearing impairment, learning disability, psychiatric disability or other medical disability.

Upon submitting an application to the access program, candidates must provide the University with a medical certificate, a letter or report from the treating physician or other documents from a qualified professional which confirms and explains the nature of the disability.

Faculty student association – Teacher Education

The Teacher Education Student Association is composed of student representatives: a president, a vice-president, a secretary, a social co-ordinator, a treasurer, four representatives (of the Faculty council, the Student Federation of the University of Ottawa, the teacher education advisory committee, and the admissions advisory committee) and nine representatives.

Academic Regulations

Student responsibilities regarding academic affairs

The University of Ottawa is committed to supporting students attain their goals in regards to academic affairs. To this end, the University has put into place a network of services to help throughout a student's studies. However, students must assume certain responsibilities:

- attend classes
- consult academic advisors, whose role is to help students reach their academic goals by providing guidance in the interpretation of academic regulations and program requirements
- become familiar with sessional dates, academic regulations and procedures
- pay, within the prescribed deadlines, tuition fees and fees specifically associated to their program of study
- understand what constitutes academic fraud and plagiarism
- obey instructions from individuals of the University concerning safety and security in certain classes and laboratories
- regularly consult InfoWeb to confirm registration, final grades and grade reports produced at the end of each session
- respect the policy on computer and network use
- regularly consult their e-mail address assigned by the University Ottawa, because the University will use this address to communicate with them
- if they have particular needs, consult with the Access Service who will determine the most beneficial arrangements based on established policies
- insure, in a general fashion, that their actions respect the rights of other members of the University community, the regulations of the University and the laws of Canada

Regulation concerning registration and courses

Admission to a program requiring previous university studies

Certain faculties (example, Faculty of Education) require previous university studies or a university degree as a prerequisite to admission. It is the student's responsibility to verify with their future professional association if the prerequisite studies (or degree) satisfy the requirements of the professional association.

Definition of a credit and a course

Credit: A credit is a numerical value assigned a course, normally defined as 13 to 15 hours of formal lectures or the equivalent in other work. Courses are normally three or six credits.

Course: A course is defined as a teaching activity. Three-credit courses are usually given three hours a week during one academic session and six-credit courses are given over two academic sessions. However, some courses, notably those with laboratory or studio work, require more hours in class. Some three-credit courses are given over two sessions. During the spring-summer session, courses are given more intensely over a shorter period of time.

Student status

Full-time: A student registered for 12 credits and more during a session is considered full-time.

Part-time: A student registered for less than 12 credits during a session is considered part-time.

Impact of student status

University fees –The Board of Governors of the University establishes tuition and incidental fees based on student status. Consult the University fees table published by the Office of the Registrar.

Government financing – Most government bursary and loan programs take into consideration the student status (full- or part-time) when distributing bursaries or financial aid. It is important to note that certain bursary and financial aid programs do not define the student status the same way as the University. Students should check with the appropriate sources to verify the number of credits to which they must be registered in order to continue receiving bursaries or loans.

Course selection

To follow courses or participate in other academic activities (for example discussion groups, laboratories, work terms and other academic activities), students must register before the start of a session and within the deadlines indicated in the sessional dates. It is possible to modify course selections before the deadline indicated in the sessional dates.

Anyone who is not registered for a course or related academic activity will not receive a grade or credit. It is not permitted to register or modify a registration retroactively.

Regulations concerning registration

Deadlines

Course registration and changes to a program of study or course selection, are only accepted until the deadline indicated in the sessional dates. These dates can be found on the University of Ottawa Web site at www.registrar.uottawa.ca.

Course withdrawals are permitted up to the dates indicated in sessional dates. The grade report (not the official transcript) will indicate the code “DR”, and no grade will be assigned to the course.

The codes “ABS” or “INC” are equivalent to a failing grade (F). The codes will appear on the grade report and the official transcript if withdrawal from the course has not been done by the date indicated in the sessional dates on the University Web site : www.registrar.uottawa.ca.

University fees

Tuition, incidental fees and regulations pertaining to refunds are subject to approval by the Board of Governors of the University and can be modified without prior notice. University fees are normally published on our Web site as of the month of May at the following address, www.registrar.uottawa.ca

Students are responsible for paying tuition fees the moment their course selection has been approved by the Registration Navigator or the Faculty. Payment due dates are indicated in the sessional dates section of the University Web site at the following address, www.registrar.uottawa.ca.

Tuition fees are refunded if the student officially withdraws from all courses within the prescribed deadlines (see sessional dates). However, the University will retain administrative fees.

Attendance

Regular attendance in classes, seminars, and workshops is compulsory. At the beginning of the session the professor must communicate to the students the exact requirements to this effect.

Occasional teaching

In compliance with the Ontario College of Teachers’ regulations, it is strictly forbidden to accept supply teaching contracts in publicly funded schools while enrolled in the teacher education program.

Absence from examinations and practicums

1. Students must justify their absence due to illness by a certificate authenticated by Health Services and given to the academic secretariat during the week following the

examination. Students who write an examination or are doing a practicum during the period specified on this certificate may not plead illness to appeal their examination or practicum results.

2. Absence for any other reason must be justified in writing no later than five working days after the examination. The Faculty reserves the right to accept or reject the reason offered; travel, summer employment and misreading the examination schedule are not usually accepted.
3. Students who have been authorized to miss a final or supplemental examination for an acceptable reason will be allowed to write a deferred examination on a date chosen by the Faculty.
4. Students who have been authorized to defer a practicum, must complete the requirement within one year. It is the student’s responsibility to contact the Faculty regarding practicum placement.

Supplemental examinations

Supplemental examinations consist of a written examination or additional assignments.

Students who fail a course have the right to one supplemental examination in which they must obtain 60 per cent standing to be successful.

Retention of examination booklets

All students have the right to see their examination booklets after they have been marked.

The University reserves the right to dispose of all examination booklets and any other written assignment six months after the communication of the mark to the student.

Revision of marks

Preamble

The University recognizes the right of all students to see any of their written tests, assignments or examinations for courses in which they are registered, after the work in question has been marked, and to appeal these marks. A mark may be changed only on the basis of reassessment of tests, assignments, or examinations already submitted for a course.

Students can view their grades by using their password to access InfoWeb. The date on which final grades are officially posted on the Web site is indicated in the sessional date. The appeal procedure for the Faculty starts on that date.

Students who are not satisfied with a mark they have obtained for written work should first approach the professor. If this does not prove satisfactory, students should contact the program director. If the question cannot be resolved at that level, the student may address a request to the secretary of the faculty.

○ ○ ○

Appeal at the faculty level

- 1. Time limit.** The request for revision of a mark must be filed within four weeks of the communication of the mark in question.
- 2. Dossier submitted by the student.** The student must submit to the secretary of the Faculty a dossier including:
 - 1) a letter explaining the reasons for requesting a revision;
 - 2) the following documentation supporting the request: a) the course outline; b) a copy of the assignment as marked by the professor; c) an unmarked copy of the same assignment; d) any other document considered pertinent.

The responsibility to provide these documents rests entirely with the student.

A copy of the student's dossier will be forwarded to the professor.
- 3. Dossier submitted by the professor.** The professor will have two weeks to submit a dossier including: 1) comments on the student's letter; 2) the course outline; 3) the evaluation criteria as communicated to the students; 4) any other document considered pertinent.

The responsibility to provide these documents rests entirely with the professor.

4. The secretary of the Faculty will appoint one or two evaluators. The names of the evaluators will be kept confidential.

5. **Dossier submitted to the evaluators.** The evaluators will be provided with: 1) a copy of the student's request; 2) the course outline; 3) the unmarked copy of the assignment; 4) the documents considered pertinent by the student; 5) the dossier submitted by the professor.

6. The evaluators will work independently. The time limit for submitting the evaluation is two weeks.

7. In light of the evaluations, the appeal committee will determine the revised mark. It may be identical to, lower or higher than the original mark.

8. The secretary of the Faculty will inform the student by letter of the result of the appeal. A copy of the letter will be sent to the professor, to the program director and to the members of the appeal committee.

9. A student cannot withdraw an appeal once the revised mark has been assigned.

10. The student or the professor who is not satisfied with the outcome of such action may appeal to the Senate committee for the study of individual cases.

Undergraduate level: Address requests to:
 Assistant secretary general,
 Senate committee for the study of individual cases
 University of Ottawa
 Tabaret Hall
 550 Cumberland Street
 Ottawa, ON K1N 6N5

University of Ottawa grading scale

The following is the grading scale for all courses.

Letter Grade	Numerical Value	Definition
A+	10	exceptional
A	9	
A-	8	excellent
B+	7	very good
B	6	
C+	5	good
C	4	
D+	3	passable
D	2	
E	1	failure ¹
F	0	failure
ABS	0	absent
INC	0	incomplete
P	-	pass
S	-	satisfactory
NS	-	not satisfactory
*	-	excluded from the average

¹ Redeemable failure in the Faculty of Education.

Note: All grades below "C" are failing grades for undergraduate students in the Faculty of Education.

A+: 90-100; A: 85-89; A-: 80-84; B+: 75-79; B: 70-74; C+: 66-69; C: 60-65; D+: 55-59; D: 50-54; E: 40-49; F: 0-39.

Computation of average

Weighted grade point

The grade point for each course is weighted by multiplying the point value of the letter grade obtained by the number of credits for the course. For example:

Course	Credits	Letter grade	Point value	Grade point
PED 3101	3	B	6	3 X 6 = 18

Grade point average (GPA)

The grade point average is calculated by dividing the grade points earned during the academic year by the total number of credits carried by those courses, failed or passed, taken during the year.

An "extracurricular" course (HP) is not included in the calculation of the average. The "extracurricular" status of a course must be determined as such before the deadline for course changes in a given session.

Practica marks

In circumstances where a redeemable failing grade “E” has been obtained in a pass/fail course, once the course has been passed, the “E” will not be counted in the cumulative average. However, the final grade of “S” may not be used for application towards a *prix d'excellence*.

Grade report, transcripts and conservation of records

Grade report

The University prepares a grade report that presents academic results obtained by a student during the preceding session. Students can view their grades by using their password to access InfoWeb.

If the grade report contains errors or omissions, the student should notify the Faculty within 60 days following the date that grades became official (see sessional dates).

Symbols used on grade reports and transcripts:

ABS (absent, no work submitted) – used when a student has not attended the course and has not informed the University thereof in writing, within the time limits specified in the sessional dates section of the Web site. This symbol is equivalent to a failing grade (F).

ADD (additional) – used when the course is taken outside of a student's program. As opposed to an extracurricular course, the result of an additional course is included in the cumulative grade point average calculation.

AUD (auditor) – used when a student has registered to audit a course.

CR (credit) – used when a course is taken in another institution through a letter of permission. The course grade is not considered; only the credits are indicated on the transcript.

CTN (continuing) – used for activities that continue during the following session.

DFR (deferred) – used whenever, in the judgment of the responsible authority, a student presents a valid reason for being unable to satisfy all course requirements. In such a case, the student must complete all requirements within the time limit determined by the professor. The limit may not exceed 12 months. (See also the regulation concerning absence from examinations.)

In order to obtain an extension of the time limit for completing the requirements of a course, a student must fill in the appropriate form, available at the secretariat of the Faculty or department. The student

must then have this form signed by the professor of the course and by the chairperson of the department concerned.

If no mark has been received by the Faculty within the limit determined by the professor, the grade DFR will be replaced by INC. (Students registered for the spring or fall convocation should see the section concerning registration for degree.)

DR (drop) – used when students have informed the Faculty within the time limit specified in the sessional dates section of the University Web site that they have dropped a course.

HP (extracurricular) – used when the course is taken outside of a student's program of study. As opposed to an additional course, the result of an extracurricular course is not included in the cumulative grade point average calculation.

INC (incomplete) – used when at least one of the elements of evaluation specified as compulsory has not been provided. This symbol is equivalent to a failing grade (F).

NNR (mark not received) – used when the Office of the Registrar has not received a mark in time for printing reports.

NS (not satisfactory) – used for a failed course that is not part of the grade point average calculation.

P (pass) – used to indicate that a student has passed the second language proficiency test, or certain activities such as field work, internships and comprehensive examinations.

S (satisfactory) – used for a passed course that is not part of the grade point average calculation.

T (test) – used when a student has taken the second language test.

Transcripts

A transcript is an official and confidential document issued by the University of Ottawa at the student's request. A student's written authorization must accompany a request made by a third party.

There are two ways a student can obtain a transcript: submit a request through InfoService or submit a request online using the InfoWeb option DocuNet.

In courses where there is at least six registered students, the group average and the number of students is indicated on the official transcript (as of May 2004) and on the grade report. A transcript issued by the Office of the Registrar indicates all courses and corresponding results for which a student is officially registered at the University. The University does not issue partial transcripts.

A student who has a debt toward the University cannot obtain a transcript.



Conservation and destruction of records

The student's written file as established by the Faculty is deemed to constitute the official file. Documents contained in this file are kept for the duration of the student's enrolment at the Faculty.

After seven consecutive sessions following the departure of a student from the University (as a result of graduation or withdrawal), the file is destroyed, unless the student has enrolled again in another program in the same Faculty or has provided a valid reason why the file should be preserved for a longer period.

No corrections can therefore be made to the official transcript after this period. Only the official electronic record is retained.

Confidentiality

The University takes all necessary precautions to protect the confidential and private nature of personal information contained in a student's academic file. The University does not, unless legally-bound, divulge personal information found in an academic file to parties outside the University without written consent from the student.

Final standing

To qualify for basic teacher certification in the province of Ontario, an applicant must meet the following conditions:

1. Obtain pass standing (60 per cent) or a S in each of the required courses.
2. Obtain pass standing during the two practica. In the case where a student receives an "E" mark, the Faculty may arrange a make-up practicum. The Faculty will determine the timing and duration. A student will be required to pay the cost of a make-up practicum. In the case where a student receives a mark of F, the Faculty must have been involved in the supervision process prior to the mark being provided by the associate teacher. A student receiving a mark of F will not be accorded a make-up practicum and will consequently be requested to leave the teacher education program.
3. Provide proof of competence in the language of instruction - English in this case - during the academic year, or prior to obtaining the BEd degree, to a level designated by the Faculty of Education.

The English language school system in Ontario requires that all teachers have an acceptable level of oral and written language skills. The offer of admission and the granting of the BEd degree are conditional upon proof that a student can communicate accurately, effectively and with clarity in the English language. If, in the Faculty's opinion, a student's use of the English language is not acceptable, the student must successfully complete an English language proficiency test. A student may be asked to withdraw from the program if they do not pass the proficiency test. Passing the English test

requires a grade of B on the oral component, the notation "acceptable" in composition, and a score at or beyond the designated performance cut-off point on the written portion.

4. Obtain a passing mark in PED 1599 if the course is required of FSL students.

Registration for degree

In order that their names be submitted to Senate, students who expect to complete their degree requirements must fill in the registration for degree form. The form is available at the University Web site, at InfoService and at the secretariat of the Faculty. This form must be returned to the Office of the Registrar no later than March 1 for spring convocation and no later than September 1 for fall convocation.

The final mark for differed (DFR) courses must be received by the Faculty prior to May 15 for students registered for spring convocation and prior to September 15 for students registered for fall convocation.

NOTE: Students must ensure that the courses in which they are registered meet the requirements of the degree sought.

Other important information

Course evaluation

In November 1977, the Senate of the University of Ottawa adopted a policy concerning the evaluation of course instruction.

The results of the evaluation, which the University takes very seriously, influences the performance evaluation of each faculty member and is crucial in helping the University maintain excellence in its teaching. All students can view the results of course evaluations.

When completing the evaluations, students do not give information that could identify them. The choice of answers remains confidential.

Students are asked to complete the evaluation within the last three weeks of the course. At the time the evaluation is being completed, the professor is not in the room. Once the evaluation is complete, a student of the class who acts as proctor, collects the evaluations, and inserts them in an envelope that is then sealed. The confidential comments sheets are also collected, placed in a different envelope and sealed. The two envelopes go directly to the Faculty, who forward the unopened envelope containing course evaluations to the Communication and Computing Service, and the unopened envelope containing the comments is forwarded to the professor. In this manner confidentiality is maintained and a student does not need to worry that their evaluation of the course, or the professor will affect the grade received for the course.

To obtain more information from students concerning particular aspects of a course and improve how it is taught, a professor may request that students complete an additional questionnaire of no more than 10 questions. This evaluation, called formative, is not official. Only the professor sees the answers.

Course offered online are evaluated online during the official evaluation period for on-campus courses. To access the questionnaire students must use their password and visit the following Web site: www.infoweb.uottawa.ca.

For further information concerning course evaluations visit www.uottawa.ca/vr-etudes-academic/eval/Brochure.st.htm.

Academic fraud

Definition

1. Academic fraud is an act by a student that may result in a false academic evaluation of that student or of another student. Without limiting the generality of this definition, academic fraud occurs when a student commits any of the following offences:

- a) commits plagiarism or cheating of any kind; (to obtain more information on plagiarism and how to avoid it, consult our Web site at www.uottawa.ca/plagiarism.pdf)
- b) submits a work of which the student is not the author, in whole or in part (except for duly cited quotations or references). Such work may include an academic paper, an essay, a test, an exam, a research report, and a thesis, whether written, oral, or in another form;
- c) presents research data which has been falsified or concocted in any way;
- d) attributes a purported statement of fact or reference to a source which has been concocted;
- e) submits the same piece of work or significant part thereof for more than one course, or a thesis or other work which has already been submitted elsewhere, without written authorization of the professors concerned and/or of the academic unit concerned;
- f) falsifies an academic evaluation, misrepresents an academic evaluation, uses a forged or falsified academic record or supporting document, or facilitates the use of a falsified academic record or supporting document;
- g) undertakes any other action for the purpose of falsifying an academic evaluation.

Sanctions

2. A student who has committed or attempted to commit academic fraud, or who has been a party to academic fraud, is subject to one or more of the following sanctions:

- a) the mark of F or zero for the work concerned;

- b) the mark of F or zero for the course concerned;
- c) the mark F or zero for the course concerned and the loss of all or part of the credits for the academic year concerned and/or an additional requirement of 3 to 30 credits added to the student's program of studies. The courses for which credits were withdrawn remain in the student's file; they are included in the grade point average and must be repeated or replaced by other courses at the discretion of the faculty;
- d) suspension from the program or from the faculty, for at least one session and at most three academic years;
- e) expulsion from the faculty;
- f) expulsion from the University of Ottawa for at least three years, it being understood that three years after being expelled, the student concerned may ask the Senate committee for the study of individual cases to review his or her case, with the possibility, where applicable, of having the notice of expulsion withdrawn from the student's transcript. If the student reapplies for admission, the regular admission process shall apply;
- g) cancellation or revocation of a degree, diploma or certificate where the offence relates to the eligibility to receive such degree, diploma or certificate, and was discovered or determined after its award;
- h) inclusion of the following statement in the student's academic transcript: "Sanction pursuant to contravention of the University regulations on fraud."

Decisions

3. Sanctions stipulated in articles 2 (a) to (e) are taken by the faculty in which the student is registered. Sanctions 2 (f) to (h) are taken by the Senate committee for the study of individual cases upon the recommendation of the faculty. Decisions shall take effect immediately, notwithstanding appeal.

Procedure

4. Allegations of fraud are submitted in writing, with supporting documentation, to the dean of the faculty in which the student is registered.
5. If the dean or the dean's representative decides that the allegation is founded:
 - a) the file is referred to a committee of inquiry consisting of at least three persons appointed by the dean;
 - b) the dean informs the student in writing of the allegation made against him or her and provides a copy of all supporting documentation, as well as of this regulation.
6. The committee of inquiry:
 - a) invites the student to present, in writing, within a prescribed time limit, any information or documents relevant to the allegation which has been made and,



if it deems it appropriate, invites the student to appear before the committee;

- b) solicits any other information that it considers relevant to its inquiry.

7. On the basis of this documentation and information, and once the student has been given the opportunity to be heard in writing and/or in person, the committee of inquiry:

- a) either concludes that the allegation is not sufficiently founded and that no further action should be taken; or,
- b) concludes that the allegation is founded and prepares a summary report for the dean, which shall include a recommendation for the appropriate sanction.

The student is informed by the dean of the conclusions reached by the committee of inquiry and of the next procedural steps. The dean informs the student that he or she may submit comments on the report

of the committee of inquiry, provided that such comments are made in writing within 10 working days following the date at which the report was sent.

8. The report of the committee of inquiry, and, if applicable, the written submissions made by the student, are submitted to the executive committee of the faculty or its equivalent, which either decides the sanction to be imposed or recommends it to the Senate committee for the study of individual cases as the case may be.

9. If the sanction is one which the faculty has the power to impose, the decision of the executive committee of the faculty or its equivalent shall take effect immediately, notwithstanding appeal.

10. The dean informs the student in writing of the decision or the recommendation made by the executive committee of the faculty or its equivalent, and of the procedure to be followed should the student wish to appeal.

Appeal

11. A student who decides to appeal the decision of the executive committee of the faculty or its equivalent, or its recommendation to the Senate committee for the study of individual cases, must so inform the secretary of the University and provide the reasons for the appeal, within 10 days following the date at which the decision or recommendation was sent.

12. The secretary of the University transmits the file to the Senate committee for the study of individual cases which:

- a) invites the student to appear before the committee and/or submit in writing any information which the student considers relevant;
- b) solicits any other documentation or information which it considers relevant.

13. The decision of the Senate committee for the study of individual cases is final and cannot be appealed.

Fraud concerning more than one student

14. When the allegation of fraud concerns students from more than one faculty, the committee of inquiry consists of one professor appointed by each faculty concerned and of one chairman jointly appointed by the deans of these faculties. Failing such appointment, the chairman will be appointed by the vice-rector, academic. The report of that committee is forwarded to the Senate committee for the study of individual cases, whose powers, for this purpose, are those described under Procedure, number 8, for the executive committee of a faculty. In this case, the decision of the Senate committee for the study of individual cases may be appealed to the executive committee of the Senate, in accordance with the procedures described under Appeal.

Suspension

15. A student who has been suspended from a program shall not be awarded any credit for courses otherwise acceptable as part of the student's program or as part of the overall requirements of the program, when such courses are taken, at the University of Ottawa or elsewhere, during the period of suspension which has been imposed. A mark of F (zero) will be assigned retroactively, if applicable, to any course so taken at the University of Ottawa, and tuition fees will not be refunded.

16. At the end of the period of suspension, the student will be authorized to continue the program once he or she has registered in accordance with the conditions applicable at that time.

Computer and network users

Code of conduct

Users must abide by the following rules:

- 1. Use computing facilities only for the purposes for which they have been authorized.
- 2. Use only those user access codes (userids) that they have been authorized to use.
- 3. Maintain the security of any password associated with their access code.
- 4. Be responsible for all use of their access code.
- 5. Respect any restrictions associated with their computer access code.
- 6. Avoid actions that would interfere with the normal operation of a computing system or network, or its legitimate use by others.
- 7. Respect the privacy of other users.
- 8. Respect software license agreements and the copyright of software and its documentation.

Users will refrain from the following activities:

- 9. Attempt to access or copy files, programs or information belonging to other users without clear authorization from the other users.
- 10. Attempt to intercept any network communications, such as electronic mail or user-to-user dialogue, for which they are not the intended recipient.
- 11. Impersonate other users.
- 12. Use the computer or network to send obscene, vulgar, abusive or nuisance messages, or to harass (sexually or otherwise) other users.

Any student breaching this code will be subject to disciplinary action for misuse of computer facilities, as laid down in academic regulations.

Access

Computer facilities are strictly reserved for duly registered University of Ottawa students and other authorized users. Persons using computer facilities without proper authorization may be prosecuted.

Misuse

- 1. For the purpose of this regulation, misuse of computer facilities means:
 - a) using computer access code without proper authorization;
 - b) using a computer for a purpose other than the purpose for which authorization was given;
 - c) accessing, changing or destroying any computer data or program belonging to another user, or to the University, without proper authorization;
 - d) a breach of the code of conduct for computer and network users.
- 2. Students holding a computer access code are responsible for its use and security, and shall promptly report any suspected misuse by another person of such code to the authority that authorized use of the computer facility.
- 3. A student found guilty of misuse, attempted misuse, or complicity in misuse or attempted misuse of computer facilities is subject to one or more of the following sanctions:
 - a) immediate suspension of authorization to use the computer or network facilities concerned;
 - b) immediate suspension of authorization to use any computer facilities;
 - c) suspension from the program or from the faculty, for at least one session and at most three years;
 - d) expulsion from the faculty;
 - e) expulsion from the University of Ottawa for at least three years, after which the student concerned may ask the Senate committee for the study of individual

cases to review his or her case and, where applicable, to have the notice of expulsion withdrawn from the student’s transcript. If the student re-applies for admission, the regular admission process shall apply;

- f) inclusion of the following statement in the student’s academic transcript: “Sanction pursuant to contravention of the University regulations on the Misuse of Computer Facilities”;
- g) prosecution.

Sanctions listed under a) and b) are enforced by the person authorizing access to the computer facilities concerned, subject to confirmation by the dean within 10 working days.

Sanctions c) and d) are enforced by the faculty, according to procedures determined by the faculty council.

Sanctions e) and f) may only be taken by the Senate committee for the study of individual cases.

The decision to prosecute may be taken only by the administrative committee.

Prizes, Medals and Scholarships

Recognition of excellence

University medals

The University Gold Medal is awarded for the highest standing in the teacher education sector of the Faculty of Education. Awarded at the Spring Convocation.

The University Silver Medal is awarded for the second-highest standing in the teacher education sector of the Faculty of Education. Awarded at the Spring Convocation.

Other prizes and medals

Faculty of Education Support Staff Undergraduate Prize:

This prize is awarded to the student in the primary/junior or junior/intermediate divisions who has demonstrated excellence in the practicum, initiative, willingness to improve his or her skills and sound professional preparation for teaching. Awarded at the Spring Convocation.

Ontario Secondary School Teachers' Federation Prize:

This prize is awarded to the student in the intermediate/senior divisions who has shown the most outstanding qualities of scholarship, teaching ability and character. Awarded at the Spring Convocation.

Distinctions cannot be modified after the official meeting of the University Senate.

Citations

Cum laude	8.0 – 8.9
Magna cum laude	9.0 – 9.4
Summa cum laude	9.5 – 10.0

Scholarships

University of Ottawa professional training scholarships

Number:	variable
Amount:	\$1,000 (minimum, non-renewable)
Eligibility criteria:	Canadian citizenship or permanent residency good academic record
Fields of study:	any field of study offered by one of the faculties of Education, Medicine and Law (Common Law Section)
Application required:	no

Other scholarships

Other scholarships based on academic merit, on financial need and on community commitment are also offered at the University of Ottawa.

For more information and to verify admissibility to certain scholarships, students are invited to use the search engine on the Financial Aid and Awards Office Web site.

For further information:

Undergraduate Awards Office
University of Ottawa

85 University Street, Room 123
Ottawa ON K1N 6N5

Telephone: (613) 562-5810
Fax: (613) 562-5155

bbourse1@uottawa.ca
www.scholarships.uottawa.ca

Financial aid

For more information on government loans and bursaries, on emergency funding or on the work-study program, contact:

Financial Aid and Awards Office
University of Ottawa

85 University Street, Room 102
Ottawa ON K1N 6N5

Telephone: (613) 562-5734
Fax: (613) 562-5155

finaid@uottawa.ca
www.financialaid@uottawa.ca

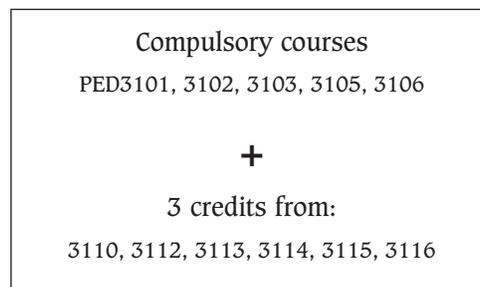
Program Chart

TEACHER EDUCATION Anglophone sector

Program of studies leading to the BEd*

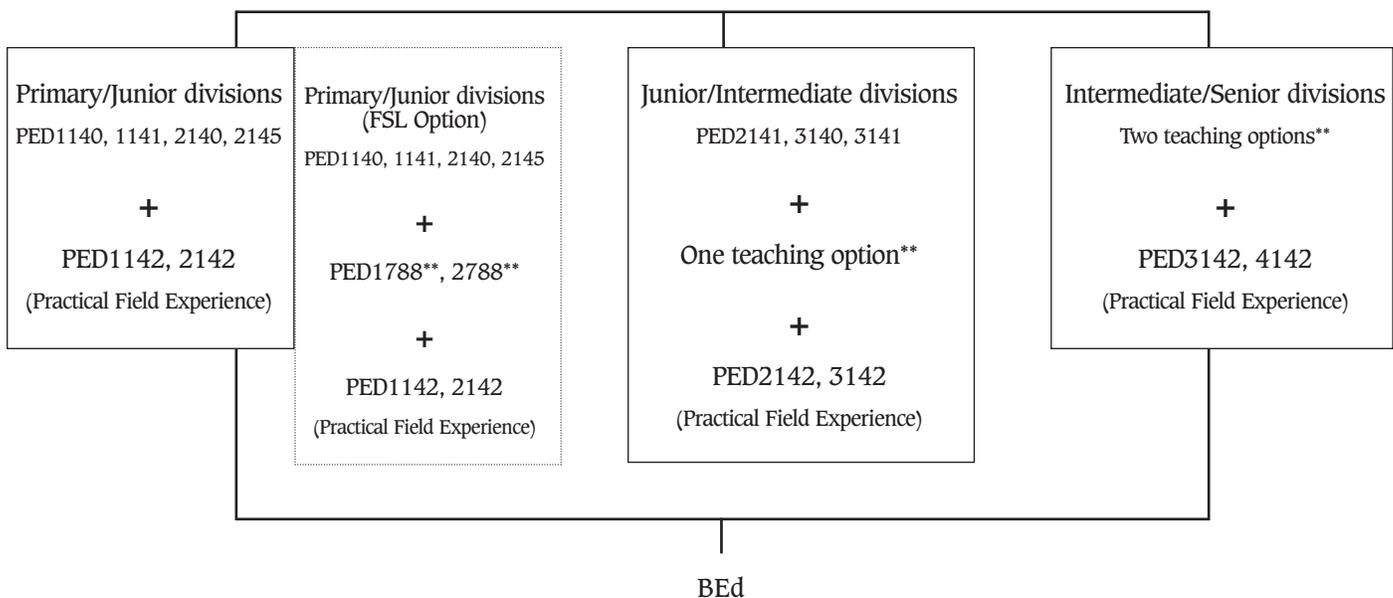
Prerequisite
Baccalaureate

+



+

one of



* Accredited by the Ontario College of Teachers

** Additional prerequisites



Programs of the Anglophone Sector

Objectives

The teacher education program is a full-time, post-degree, one-year pre-service program. It leads to a baccalaureate of in education (BEd) granted by the University of Ottawa and to recommendation for certification by the Ontario College of Teachers valid in Ontario schools where English is the language of instruction.

The program is designed to educate teachers to be knowledgeable, skilled and reflective professionals capable of working in partnership with members of the community.

Organizational structure

The teacher education program is divided into three divisions: primary/junior (k-grade 6) junior/intermediate (4-10), and intermediate/senior (7-12). In all three divisions, students learn educational theory and explore research in the field. Students also receive instruction on current teaching approaches and skills. Through field studies and the practicum, students are given opportunities to reflect on the links between theory and practice and to consider their own emerging practice.

Profile of a teacher education graduate of the University of Ottawa

1. Candidates are committed to the learning of all students:
 - by understanding how students develop and learn;
 - by being sensitive to the racial, ethnocultural, gender and socioeconomic differences in schools;
 - by understanding the learning needs of exceptional learners and being able to accommodate their needs in the classroom.
2. Candidates are knowledgeable about the subjects they teach and how to teach those subjects:
 - by understanding how knowledge in subject areas is organized and linked to other disciplines, and
 - by having a command of specialized knowledge and knowing why and how to teach that body of knowledge to students.
3. Candidates are able to apply knowledge acquired through educational research, curriculum theory, principles of learning, teaching behaviours, and evaluation required to engage and monitor student learning:
 - by developing knowledge and skills in applying a range of approaches and strategies to teaching all students in the classroom;

- by applying a variety of evaluation strategies for diagnostic, formative and summative purposes;
 - by integrating technological resources into the curriculum;
 - by developing skills in motivating and actively engaging students in the learning process.
4. Candidates are life-long learners who reflect on their own emerging practice:
 - by framing problems and seeking information to inform practice which leads to problem solving;
 - by reflecting on their own practice for the purpose of improvement of student learning;
 - by developing an understanding of the interrelationship of the classroom, school, community and global contexts of education;
 - by understanding the changes in society and technology and their impact on the classroom;
 - by understanding teaching as a moral and political process.
 5. Candidates are able to work in partnership with colleagues, parents, and others, such as religious communities, social agencies and business groups:
 - by valuing collaboration as integral to teaching and learning, and
 - by developing knowledge and skills in working in partnership with others.
 6. Candidates have an understanding of and are able to exercise the professional and legal responsibilities of a teacher.

Statement of “first principles” of the Teacher Education section

As Faculty, we will endeavour to provide:

1. a learner-centered program which studies practical educational problems/situations related to learning, understanding and teaching, and which honours student teachers’ knowledge, abilities and aspirations as adults;
2. an emphasis on the mutually informative nature of theory and practice through the process of reflective inquiry;
3. promotion of the use of diverse knowledge, experiences and understandings of the world that engage student teachers’ conventional notions and prepare them for the multiple contexts of teaching, for example, sensitivity to broader cultural, social and organizational contexts;
4. a knowledge base of teaching and learning through foundational and specialty disciplines, with the



relationships between power and knowledge constituting a point of focus throughout the program;

5. a setting where student teachers are encouraged and informed in their efforts to successfully teach every learner;
6. support for the aspirations of under-represented groups with respect to the University's policy on access admissions and the Faculty's policy on equity education;
7. an intellectually stimulating environment that engages students and faculty alike with multiple knowledge, expertise and community resources;
8. leadership for mutually beneficial partnerships and collaborative activities involving student teachers, faculty members, experienced teachers and administrators, which respect differences, are capable of transformations, and are committed to the goal of life-long learning;
9. support for the development of teachers who are at once knowledgeable, skilled, activist, ethical, caring, and capable of preparing future citizens to take their part in a democratic society;
10. recognition, appreciation and dedication to the concept of teacher and learner as partners, both actively involved in an exploration of learning and personal development. In addition, as faculty we will work to develop an institutional culture which supports and gives credence to faculty members' professional and research expertise, especially as it relates to schools, learning and teaching.

Teacher Education Pre-service Programs

The following information explains the application procedures and admission requirements for the teacher education program.

Academic information

Admission requirements

To be eligible for admission to the teacher education program in English, applicants must meet the following requirements:

1. Hold a recognized university degree (or the equivalent).
2. Demonstrate proficiency in the English language.
The English language school system in Ontario requires that all teachers have an acceptable level of oral and written language skills. The offer of admission and the granting of the BEd degree are conditional upon proof that a student can communicate accurately, effectively and with clarity in the English language. If, in the Faculty's opinion, a student's use of the English language is not acceptable, the student must successfully complete an English language proficiency test. A student may be asked to withdraw from the program if they do not pass the proficiency test. Passing the English test requires a grade of B on the oral component, the notation "acceptable" in composition, and a score at or beyond the designated performance cut-off point on the written portion.
3. Have demonstrated a variety of experience which, in the judgment of certified teacher and/or faculty assessors, will allow them to succeed in the teacher education program.
4. Have satisfied the course requirements for teaching subjects.

Application form

Applicants who wish to register in the pre-service teacher education program must complete the TEAS application form (Teacher Education Application Form). This form is available online at <http://compass.ouac.on.ca>. The completed application form and non-refundable application service fees and supplementary fees must be mailed at the address indicated on the application form.

Documents required for admission

In order for applications to be assessed, the following documents must be on file at the Office of the Registrar, admissions office:

1. Recently issued official transcripts (print date within 6 months) from all post-secondary institutions attended (colleges, universities, or other institutions), even if it consists of one course. Photocopies or facsimiles (fax) of

documents are not acceptable, and will not be evaluated if submitted. All documents received in support of an application for admission remain the property of the University of Ottawa and will not be returned. Applicants who are currently studying or have studied at the University of Ottawa do not need to submit a transcript from that institution.

2. Fully completed University of Ottawa Statement of Experience Teacher Education form. References will be checked.
3. Result of TOEFL (580), or the EPT (90), or IELTS (7.0) exam (if necessary).
Proof of Proficiency in English: candidates whose mother tongue is not English or French, and who have not been studying on a full-time basis in Canada, the United Kingdom or the United States for at least three years at the time of their application, must present proof of proficiency in English by submitting official results of the TOEFL (minimum score 580), or the IELTS (minimum score 7.0) or the EPT (minimum score 90) exam.
4. If submitting an application to the access program, provide a medical certificate, a letter or report from treating physician or other document from a qualified professional which confirms and explains the nature of the disability.
5. Any other documents required by the Admissions Office.

Other documents required by the Ontario College of Teachers

Applicants who accept an offer of admission from the University of Ottawa will be required to submit the following documents to the Faculty before the beginning of courses:

1. Photocopy of birth certificate or certificate of baptism, or other acceptable proof of the date and place of birth.
2. In the case of a married woman who is registered under her married name, a photocopy of her marriage certificate is required.
3. A certificate of change of name where applicable.
4. Applicants born outside Canada (and non-Canadian citizens or permanent residents) are required to submit evidence that they are entitled under Canadian law to obtain employment in Canada as a teacher.
5. Photocopy of a recent negative tuberculin test (valid for the academic year). The immunization record card will not be accepted.
6. Any other documents required by the Ontario College of Teachers.

* For the Ontario College of Teachers' Certificate of Qualification, students are responsible for ensuring that the College recognizes the degree on which their admission to the baccalaureate in education is based. The University of Ottawa is responsible only for ensuring the degree meets the admission criteria for the baccalaureate in education itself.

Ontario College of Teachers

Recommendations

At the end of the month of May, the Faculty will recommend students who have successfully completed the requirements for the BEd to the Ontario College of Teachers.

Only students who have met all the conditions are recommended to the Ontario College of Teachers. The Faculty will not send a recommendation for students who have fees owing to the University. In addition, to have the Faculty send the recommendation to the Ontario College of Teachers, students must advise the Faculty in writing when their fees have been paid and must provide proof of payment with their notice.

Students must register with the College of Teachers if they anticipate seeking employment in Ontario schools. Registration forms will be distributed during the second session.

The Faculty must provide the social insurance number of all students. Students must therefore ensure that the academic secretariat has the appropriate information on file.

Criminal record screening

The Ontario College of Teachers is responsible for licensing and regulating the teaching profession in the public interest. To provide increased protection for students and to help ensure that teachers are worthy of the trust placed in them by students, parents and colleagues, the college requires all new applicants to provide original signed reports of criminal record checks with their applications of membership and to complete an applicant's declaration about their suitability for registration. Candidates can obtain the applicant's declaration form and other information in the Ontario College of Teachers' registration guide.

Students who have any questions regarding this policy should contact the Ontario College of Teachers at 1-888-534-2222 (121 Bloor Street East, 6th Floor, Toronto, ON M4W 3M5).

Program of studies

Applicants must select one of the following divisions: primary/junior OR junior/intermediate OR intermediate/senior.

Primary / Junior division

Candidates who successfully complete this program will be qualified to teach Kindergarten to Grade 6.

Compulsory courses:

PED	1140	Education in the Primary/Junior Division - Language	3 cr.
PED	1141	Education in the Primary/Junior Division - Math, Science and Technology	3 cr.
PED	1142	Practical Field Experience in the Primary Division	3 cr.
PED	2140	Education in the Primary/Junior Division - Arts	3 cr.
PED	2142	Practical Field Experience in the Junior Division	3 cr.
PED	2145	Education in the Primary/Junior Division - Personal and Social Studies	3 cr.
PED	3101	The Learning Process in the Educational Setting	3 cr.
PED	3102	Schooling and Society	3 cr.
PED	3103	Curriculum Design and Evaluation in Education	
PED	3105	Seminar on Reflective Teaching	3 cr.
PED	3106	Education of Exceptional Students	3 cr.

Three credits from:

PED	3110	Teaching in Roman Catholic Separate Schools	3 cr.
PED	3112	Technology and Learning	1.5 cr.
PED	3113	Anti-Racism and Multicultural Education	1.5 cr.
PED	3114	Gender-Equitable Education	1.5 cr.
PED	3115	English as a Second Language for Ontario Classrooms	1.5 cr.
PED	3116	Kindergarten and the Early Years	1.5 cr.

NOTE: Candidates who choose French (second language) as a teaching subject must have successfully completed at least three full undergraduate français courses (or related courses) other than French as a second language courses. They must also pass both oral and written components of the French language proficiency test.

Compulsory courses for French as a Second Language

PED	1788	Enseignement du FLS aux cycles primaire et moyen, I	3 cr.
PED	2788	Enseignement du FLS aux cycles primaire et moyen, II	3 cr.



Students who succeed in the French language proficiency test but who experience difficulties in French must complete PED 1599 Connaissances et habiletés reliées au français écrit en enseignement (3 cr.). The Faculty will automatically register the student in that course.

Alternate delivery of program: on-site-model

Candidates in the primary/junior division who wish to be considered for the on-site delivery model will be given this opportunity.

Junior / Intermediate division

Candidates selecting and completing this program successfully will be qualified to teach Grades 4 to 10.

Compulsory courses:

PED 2141	Education in the Junior/Intermediate Division - Social Studies (History and Geography) and Health and Physical Education	3 cr.
PED 2142	Practical Field Experience in the Junior Division	3 cr.
PED 3101	The Learning Process in the Educational Setting	3 cr.
PED 3102	Schooling and Society	3 cr.
PED 3103	Curriculum Design and Evaluation in Education	3 cr.
PED 3105	Seminar on Reflective Teaching	3 cr.
PED 3106	Education of Exceptional Students	3 cr.
PED 3140	Education in the Junior/Intermediate Division - Arts and Language	3 cr.
PED 3141	Education in the Junior/Intermediate Division - Math, Science and Technology	3 cr.
PED 3142	Practical Field Experience in the Intermediate Division	3 cr.

Three credits from:

PED 3110	Teaching in Roman Catholic Separate Schools	3 cr.
PED 3112	Technology and Learning	1.5 cr.
PED 3113	Anti-Racism and Multicultural Education	1.5 cr.
PED 3114	Gender-Equitable Education	1.5 cr.
PED 3115	English as a Second Language for Ontario Classrooms	1.5 cr.

Candidates who choose this division must complete three credits from the teaching options (7-10) below.

Prerequisites:

Applicants must have completed three full undergraduate courses in the teaching option selected during their first baccalaureate. Two full courses are required in the same field as the area of study selected; the third course may be in a related field.

NOTE: Candidates who choose French (second language) as a teaching subject must have successfully completed at least three full undergraduate français courses (or related courses) other than French as a second language courses; they must also pass both oral and written components of the French language proficiency test.

Students who succeed in the French language proficiency test but who experience difficulties in French must complete PED 1599 Connaissances et habiletés reliées au français écrit en enseignement (3 cr.). The Faculty will automatically register the student in that course.

Teaching options (7 - 10)

PED 2789	Enseignement du FLS aux cycles moyen et intermédiaire I*	3 cr.
PED 3125	Science - Chemistry	3 cr.
PED 3126	Science - Physics	3 cr.
PED 3128	Religious Education	3 cr.
PED 3174	Computer Science	3 cr.
PED 3175	Fine Arts - Dramatic Arts	3 cr.
PED 3177	English (First Language)	3 cr.
PED 3182	Geography	3 cr.
PED 3183	History	3 cr.
PED 3187	Mathematics	3 cr.
PED 3188	Fine Arts - Teaching Music (Instrumental)	3 cr.
PED 3190	Physical and Health Education	3 cr.
PED 3193	Fine Arts - Visual Arts	3 cr.
PED 3199	Science - Biology	3 cr.

* Applicants who select this option must also complete the following course: PED 3789 Enseignement du FLS aux cycles moyen et intermédiaire, II (3 cr.)

NOTE: Not all teaching options are offered every year. Refer to the notes to applicants enclosed with the application for admission form. The Faculty reserves the right to limit enrolment in those teaching options.

Intermediate / Senior division

Candidates who successfully complete this program will be qualified to teach Grades 7 to 12.

Compulsory courses:

PED 3101	The Learning Process in the Educational Setting	3 cr.
PED 3102	Schooling and Society	3 cr.
PED 3103	Curriculum Design and Evaluation in Education	3 cr.
PED 3105	Seminar on Reflective Teaching	3 cr.
PED 3106	Education of Exceptional Students	3 cr.
PED 3142	Practical Field Experience in the Intermediate Division	3 cr.

PED 4142 Practical Field Experience in the Senior Division 3 cr.

PED 3187 3 cr. PED 4187 3 cr. Mathematics

Three credits from:

PED 3110 Teaching in Roman Catholic Separate Schools 3 cr.
 PED 3112 Technology and Learning 1.5 cr.
 PED 3113 Anti-Racism and Multicultural Education 1.5 cr.
 PED 3114 Gender-Equitable Education 1.5 cr.
 PED 3115 English as a Second Language for Ontario Classrooms 1.5 cr.

PED 3188 3 cr. PED 4188 3 cr. Fine Arts - Teaching Music (Instrumental)
 PED 3190 3 cr. PED 4190 3 cr. Physical and Health Education
 PED 3193 3 cr. PED 4193 3 cr. Fine Arts - Visual Arts
 PED 3199 3 cr. PED 4194 3 cr. Science - Biology
 PED 3788 3 cr. PED 4788 3 cr. French (Second Language)

Candidates who choose this division must complete 12 credits from the teaching options (7 – 12) below to be taught at the intermediate and senior division.

NOTE: Not all teaching options are offered every year. Refer to the notes to applicants enclosed with the application for admission form. The Faculty reserves the right to limit enrolment in those teaching options.

Prerequisites:

Applicants must have completed five full undergraduate courses in a first teaching subject (three full courses are required in the same field as the first teaching subject during their first baccalaureate; the remaining two may be in a related field) and two full undergraduate courses in a second teaching subject (both courses are required in the same field as the second teaching subject).

NOTE: Candidates who choose French (second language) as a first teaching subject must have successfully completed five full undergraduate français courses (or related courses) other than French as a second language course.

Candidates who choose French (second language) as their second teaching subject must have successfully completed two full undergraduate français courses (or related courses) other than French as a second language course; they must also pass both oral and written components of the French language proficiency test.

Students who succeed in the French language proficiency test but who experience difficulties in French must complete PED 1599 Connaissances et habiletés reliées au français écrit en enseignement (3 cr.). The Faculty will automatically register the student in that course.

Teaching options (7 - 12)

Intermediate	Senior	
PED 3125 3 cr.	PED 4125 3 cr.	Science - Chemistry
PED 3126 3 cr.	PED 4126 3 cr.	Science - Physics
PED 3128 3 cr.	PED 4128 3 cr.	Religious Education
PED 3174 3 cr.	PED 4174 3 cr.	Computer Science
PED 3175 3 cr.	PED 4175 3 cr.	Fine Arts - Dramatic Arts
PED 3177 3 cr.	PED 4177 3 cr.	English (First Language)
PED 3182 3 cr.	PED 4182 3 cr.	Geography
PED 3183 3 cr.	PED 4183 3 cr.	History

Native Teacher Education Program

In July 1997, the Faculty began delivering a two-year community-based Native Teacher Education Program (NTEP) to candidates in the North. Under the criteria set forth in Ontario regulation 184/97, the candidates must be of Native ancestry and hold the requirements for a secondary school graduation diploma or standing the Ontario College of Teachers considers equivalent. The candidates must also have a knowledge of their native language and have some experience working or volunteering in classrooms.

The program consists of work in the classroom of a mentor teacher, courses, and practice teaching. Courses are delivered through distance education (radio or telephone) and by face-to-face classes during the summer months in the North. Course work consists of the traditional 36-credit program, and the possibility of three other courses in teaching English as a second language, teaching immersion in Native languages, and computers. The student teachers in this program have 60 days of practice teaching divided into three practica. The practice teaching sessions are supervised according to Faculty procedures by the Northern NTEP coordinators, the Faculty coordinator and other professors, all of which are qualified teachers.

Successful completion of the Native Teacher Education Program leads to certification by the Ontario College of Teachers to teach in the primary and junior divisions (junior kindergarten to Grade 6). Graduates also receive a certificate from the University of Ottawa. Graduates of the University of Ottawa NTEP who submit proof of an undergraduate degree will also receive a baccalaureate in education degree.

Please note that the Native Teacher Education Program is offered to groups of students only.

Second Language Teaching (French or English)

The baccalaureate in arts in second language teaching, mostly referred to by its French acronym DLS (Didactique des langues secondes), is jointly sponsored by the faculties of Arts and Education. The DLS program specifically prepares students for a career in second language teaching but can lead to language-related careers in other fields such as translation, writing and editing. Students take courses in the theory and practice of second language teaching, linguistics and the language they hope to teach. The University of Ottawa is well known for excellence in second language teaching and the DLS program is currently the only one of its kind in English and in French at the undergraduate level in Canada. Students are presented with an extensive program in the theory and practice of second language teaching, a program of courses that are usually offered only at the master's level at other universities. The program draws on professors from the BEd, MEd, MA and PhD levels who enjoy national recognition for their expertise in the field of second language teaching.

Programs

A three-year (concentration) and a four-year (honours) program are offered, leading to a baccalaureate in arts in second language teaching. The DLS program is a limited-enrolment program; meeting minimum entrance requirements does not guarantee admission into the program. A unique feature of this program is its interdisciplinary nature. From the beginning, students study second language teaching from the perspective of different disciplines: language, literature, linguistics, psychology and education.

The BA in second language teaching equips future teachers with the following tools:

1. a solid background in the language to be taught, how it is used, and the culture it reflects;
2. a sound knowledge of the conditions and processes that foster language learning; and,
3. an awareness of the many ways in which language can be taught.

The DLS program aims to prepare professional second language teachers, that is, specialists who know what they are doing, why they are doing it, and consequently work more enthusiastically and effectively. Although some courses focus primarily on the teaching of English or French as second languages, this program will also appeal to those interested in teaching other languages, since the basic principles are the same.

The DLS program can be combined with another concentration or honours program in a different area (for example, BA with concentration in linguistics and concentration in second language teaching or BA with honours in second language teaching and concentration in psychology).

After completing the BA in second language teaching, interested students can apply for admission to the Faculty of Education in order to obtain the certificate of qualification.

Job opportunities

Job prospects for graduates continue to be very good and will, in all likelihood, become even better in the future. Almost all Canadian children take courses in one of Canada's official languages. More core French teachers are needed. French immersion teachers are also in demand because of the ever-increasing popularity of French immersion programs across Canada. Furthermore, the influx of immigrants who need instruction in either English or French and the demand for increased skills through adult education also provide opportunities for well-trained teachers.

Although the DLS program is an interdisciplinary program, students apply to the Faculty of Arts. The Faculty may also admit mature students who do not meet admission requirements presented above. University students already enrolled in another program, who wish to be admitted to the DLS program, must have at least a B average.

For further information concerning conditional admission to the BEd program, contact:

Academic Secretariat
Faculty of Education
University of Ottawa
Lamoureux Hall
145 Jean-Jacques Lussier
Ottawa ON K1N 6N5

Telephone: (613) 562-5804

For further information concerning the DLS program, contact:

Academic Secretariat
Faculty of Arts
University of Ottawa
Simard Hall
60 Université
Ottawa ON K1N 6N5

Telephone: (613) 562-5800, ext. 5134



Graduate Studies Programs

Master in Education (MEd)

Master of Arts in Education (MA(Ed))

Doctor of Philosophy in Education (PhD)

**Collaborative program in women's studies
at the master's level**

For information on these programs, contact:

Graduate Programs in Education

Faculty of Education

University of Ottawa

145 Jean-Jacques Lussier

Ottawa, Ontario K1N 6N5

Telephone: (613) 562-5804

Fax: (613) 562-5963

E-mail: educprog@uottawa.ca

Internet: www.education.uottawa.ca



Glossary

The following definitions are intended to help readers understand the meaning of terms or expressions commonly used in University publications. They are not to be construed as official, complete definitions for the purpose of interpreting university or faculty regulations.

ACADEMIC YEAR

An expression normally used to designate the period between the start of the fall session (September) and the end of the winter session (April).

ADMISSION

Authorization to register in a program of studies at the University.

ADVANCED STANDING

Courses completed outside of the University of Ottawa, which are recognized as part of a program of studies at the University (see also Transfer Credits).

AUDITOR

Students registered as auditors will not receive credit for the course. They do not have the right to write examinations, submit assignments, or change their status after the deadline for course changes in a given session.

AWARD

In financial aid, a generic term referring to either scholarships or prizes given for academic or other types of achievements.

BACCALAUREATE

Undergraduate degree, conferred upon completion of a program of studies lasting three or four years.

BURSARY

Non-refundable financial aid granted to students to enable them to pursue a program of studies.

CALENDAR

The official description of programs of studies, degree requirements and courses, as well as faculty and university regulations.

CAREER COUNSELLING

Process by which a counsellor, or another qualified professional or experienced person, helps students learn about and select a program of studies and prepare for a career.

COMBINED PROGRAM

The baccalaureate with combined programs (3 or 4-year program) allows a student to satisfy the specific requirements of two different disciplines within one single baccalaureate. A student enrolled in a concentration or an honours program and who is in good standing may choose

another concentration or honours degree for a combined program.

COMPULSORY COURSE

An obligatory course. There are two types of compulsory courses: the “program-specific” course and the “core” course that is common to students in related programs.

CONCENTRATION PROGRAM

An undergraduate program, usually of three years’ duration, within which students acquire a solid base in a single discipline

CONFLICT

A conflict occurs when one course’s schedule overlaps partially or completely with that of another course.

CO-OPERATIVE EDUCATION PROGRAM

A program of studies, which has the same courses and the same requirements as an honours program, but in which academic sessions alternate with work terms.

CORE COURSE

Compulsory course common to students in related programs.

CO-REQUISITE

The term “co-requisite” is used to identify a course, that is not taken as a prerequisite, must be taken concurrently with another course, due to the complementary nature of the courses.

COURSE

A course is defined as a teaching activity.

CREDIT

Numerical weighting unit for courses normally representing 13 to 15 hours of formal lectures or the equivalent. Most courses are valued at three or six credits.

CUMULATIVE GRADE POINT AVERAGE (CGPA)

The CGPA takes into account the numeric grade values obtained in all courses recognized by the faculty as part of the student's program of studies. The CGPA is calculated by dividing the sum of the weighted grade points by the total number of credits.

DIPLOMA GRADE POINT AVERAGE (DGPA)

The DGPA is calculated the same way as the CGPA, but uses only 2000-level courses and above (1000-level courses are excluded).

DISCIPLINE

A branch of knowledge or instruction, or a general subject such as psychology, philosophy or geology.

DISCUSSION GROUP (DGD)

A class period during which guided group discussions provide further exploration of various aspects of the subject matter covered during lectures.

ELECTIVE

A course chosen either from a specified group of courses or from all the courses offered by the University.

EXAM

Official exercise designed to evaluate knowledge and skills, and covering the contents of a course or a program of studies.

EXCHANGE PROGRAM

Formal agreement permitting students to complete some degree requirements at another institution.

EXEMPTION – EXCEPTION

Permission to replace a course normally required within a program of studies by another course with the same number of credits.

FACULTY

One of the University of Ottawa's ten main administrative units (Faculty of Arts, Faculty of Social Sciences, Faculty of Engineering, etc.).

FULL-TIME

An undergraduate student registered for 12 credits or more during a session is considered having full-time status.

GENERAL PROGRAM

Three-year undergraduate program comprising a set of courses of general studies, focusing on either the humanities or the sciences, but without a concentration in a specific discipline.

GRADE POINT AVERAGE (GPA)

Terms used to designate a student's standing over a session, the academic year or the entire program. The GPA represents the sum of the product of numeric grade values and credit weights, divided by the sum of credits attempted.

GRADUATE STUDIES

University studies beyond a baccalaureate leading to a diploma, master's or doctorate.

HONOURS PROGRAM

A four-year undergraduate program, comprising a coherent set of compulsory and optional courses which are successively more advanced, which allows students to acquire a sound understanding in a discipline and prepares students who may wish to pursue graduate studies. This type of baccalaureate usually requires a higher standard of achievement than that required in a general or concentration program.

INFOWEB

InfoWeb is the University's secure online services system, where students can access a variety of services and accomplish many of the transactions related to university studies. Both a student number and password are required to access InfoWeb.

JOINT HONOURS PROGRAM

Usually a four-year undergraduate program, the joint honours baccalaureate allows students to specialize in two related disciplines (for example philosophy and political science or psychology and linguistics).

LABORATORY (LAB)

A class period during which students perform practical work in a group laboratory setting, applying theories covered during the lecture.

LANGUAGE OF INSTRUCTION

Language in which teaching activities are conducted in a course or in a program.

LECTURE

Course in which the subject matter is presented orally to a class, with a minimal amount of student participation.

LETTER OF PERMISSION

Written document by which the University authorizes a student to take courses at another institution and to transfer the credits to the University of Ottawa program.

LIMITED-ENROLMENT PROGRAM

Program for which the University restricts the number of students who can register.

MATURE STUDENT

Person who does not meet the formal admission requirements and enters university at least two years after secondary school.

MULTIDISCIPLINARY PROGRAM

Program of studies whose concentration or honours requirements are composed of courses from two or more disciplines (e.g., Canadian studies, women's studies).

OPTION

In certain programs, a combination of courses in a secondary discipline (e.g. engineering management option).

PART-TIME

An undergraduate student registered for less than 12 credits during a session is considered having part-time status.

PREREQUISITE

This term specifies a course that must have been completed successfully before registering for another course. For example, course A is a prerequisite for course B, because essential concepts needed to understand course B are explained in course A. You must therefore take course A before course B.



PRE-UNIVERSITY COURSE

Course which must be taken by students who do not have the required educational background to enrol directly in first-year university courses.

PROBATION

Status of students whose standing is below the required minimum for their program of studies, but who are allowed to continue their registration on condition of raising their standing within a specified period.

PROFESSIONAL PROGRAM

Undergraduate program for which university studies are an admission requirement (for example teacher education, law, medicine).

PROFICIENCY TEST

Exercise whose purpose is to evaluate the background of a person in a given branch of knowledge with or without regard to specific academic learning.

PROGRAM OF STUDY

A set of courses or other work that must be completed before qualifying for a degree, diploma or certificate from the University.

REGISTRAR'S OFFICE

The unit responsible for registration and admission, the maintenance of records and the publication of course descriptions, timetables and calendars.

REGISTRATION

A formal notice by students of the courses in which they are enrolling for a session. Registration requires the approval of the appropriate academic unit (excepting transactions on Registration Navigator®).

RETAINED CREDITS

Credits for courses completed in one program of studies at the University which are recognized as part of the requirements of a new program to which a student has transferred and counted in the calculation of the grade point average for the new program.

SCHOLARSHIP

A scholarship is non-repayable financial assistance that is awarded based on scholastic merit or some other achievement.

SCHOOL

Academic and administrative unit which offers a professional training program (e.g. School of Translation and Interpretation, School of Nursing).

SECTION

A time-block in which a course is offered.

SESSION

A session is one of three pre-determined periods in which academic activities take place at the University. The fall and

winter sessions are approximately 13 weeks. The spring-summer session may consist of sub-sessions of three, four, five or six weeks.

Fall session: September to December

Winter session: January to April

Spring-summer session: May to August

SESSIONAL DATES

Dates that are specific to one of the University's sessions (i.e., fall, winter, spring, or summer sessions).

SHELTERED COURSE

Course taught in the second language, in conjunction with a second language course.

SPECIAL STUDENT

Person allowed to take courses, but not seeking a degree, certificate or diploma from the University.

STUDENT CATEGORY

Classification of students including regular students, special students and auditors.

TELECONFERENCE COURSE

Course given on an interactive video system and transmitted via telephone connection to a location off campus.

THRESHOLD COURSE

Compulsory first-year course in science or engineering.

THRESHOLD YEAR

First year of studies in a science or engineering program.

TIMETABLE

An online database of the courses being offered during a specific session as activated by the faculties. Along with course descriptions, the online timetable also lists course sections, the location and time of classes and the names of professors.

TRANSCRIPT

Document issued by the Office of the Registrar, which reports the programs of studies followed and courses taken, and the results and diplomas obtained by a student.

TRANSFER CREDITS

Credits for courses completed at another university, which are recognized and counted as part of the requirements of a program of studies at the University of Ottawa (see also Advanced Standing).

UNDERGRADUATE STUDIES / STUDENT

University studies that lead to a baccalaureate (bachelor's) degree or certificate.

WORK TERM

Study-related work experience normally acquired through a co-operative education program.