

education

Professional Development Programs

2003-2005

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Université d'
University of 
Ottawa



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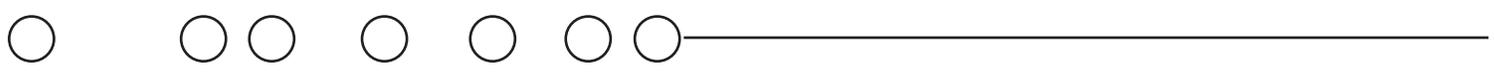


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University Governance

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

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.

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.		
1995	The Faculty’s Learning Resource Centre and Resource Centre for Research in Education open their doors.		Creation of an administrative unit for professional development programs and other education initiatives.
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. 		



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.

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 Faculty.

Marie Josée Berger

Dean



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

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DIRECTOR, ANGLOPHONE SECTOR, TEACHER EDUCATION

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

ADMINISTRATOR, PROFESSIONAL DEVELOPMENT PROGRAMS AND NEW INITIATIVES

Leila Metcalf, B.A.(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.



Services offered by the Faculty

Academic Secretariat

Students who have questions concerning Additional Basic Qualifications courses (ABQ), Additional Qualifications courses (AQ), or the Honour Specialist Programs are invited to go to Room 135, Lamoureux Hall.

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.

Academic Regulations

During their stay at the University of Ottawa, students must conform to all disciplinary and other regulations of the University, the Faculty and the Ontario College of Teachers, as well as to any changes that may be made to these regulations.

Student responsibilities regarding academic affairs

The University of Ottawa is committed to assisting students to achieve their goals in regards to academic success. To this end, the University has put in place a support network 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 and provide guidance in the interpretation of academic regulations and program requirements;
- become familiar with, and respect, sessional dates, academic regulations and procedures;
- pay, within the prescribed deadlines, any fees associated with their program of study;
- understand what constitutes academic fraud and plagiarism;
- comply with 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 at the address assigned (@uottawa.ca), because the University will use this address in all communications with them;
- conduct themselves in a manner that respect the rights of other members of the University community, the regulations and protocol of the University, and the laws of Canada.

Admission to a program requiring previous university studies

Certain faculties (for 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 that their program of studies (or degree) satisfies the accreditation requirements of the professional association to which they aspire.

University Fees

Tuition and incidental fees are subject to annual adjustment by the Board of Governors of the University. Additional information on university fees and the various regulations governing fees is published in the Registration Guide for Professional Development Programs.

Fee Exemptions

Professional development programs are self-financed; therefore, tuition-fee exemptions normally awarded to persons 60 and over, and to members of the University staff, their spouses or dependants, do not apply to these programs.

Regulations concerning registration and courses

Definitions

Credit: A credit is a numerical value assigned a course, normally defined as 13 to 15 hours of formal lectures or the equivalent. 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, some courses are compressed over a shorter period of time.

Deadlines

Course registration and changes to a program of study or course selection are only accepted until the deadline indicated in the Registration Guide for Professional Development Programs that can be found on our Web site at www.education.uottawa.ca.

Course withdrawals are permitted up to the dates indicated in the Registration Guide for Professional Development Programs. The grade report (not the official transcript) will indicate the symbol "DR", and no grade will be assigned to the course.

The symbols "ABS" or "INC" are equivalent to a failing grade (F). These symbols 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 Registration Guide for Professional Development Programs.

Course Requirements

Evaluation of performance

Attendance

All students are expected to be punctual and regular in attendance, effective the first day of the session.

Methods of evaluation

1. Course work for the year or the session (tests, term papers, and other course work) carries a weight determined by the professor, and approved by the department.
2. At the beginning of a course, professors shall inform students about course requirements, delivery and evaluation methods, and the nature and timing of assignments, projects and examinations.
3. Professors may refuse to accept any assignment or examination which is not written in a legible manner.

Absence from an examination or assignments submitted late

Absence from any examination or test, or late submission of assignments due to illness, must be justified; otherwise, a penalty will be imposed.

- a) Students who do not consider their reasons confidential may advise their professor directly and, if necessary, submit a medical certificate from the attending physician. Before accepting deferral of the examination or the assignment, the professor has the right to request that the medical certificate be validated by the University of Ottawa Health Services.
- b) Students who prefer to keep their medical reasons confidential must submit to the professor a medical certificate issued by Health Services.
- c) If the medical problem is foreseeable, students must advise the professor before the examination or before the date and time the assignments are due, choosing one of the two procedures described above.
- d) If the medical problem is not foreseeable, students who do not write an examination or who do not hand in an assignment on time must submit, if requested by the professor, a medical certificate validated by Health Services within five working days after the date of the examination or the date the assignment is due.
- e) The professor who accepts the reasons given by a student – with or without a certificate issued by Health Services – must, in consultation with the department, set a date for a special examination or for handing in the assignment.
- f) If a professor requests a medical certificate issued by Health Services, the student must comply even if other professors do not ask for a medical certificate.

g) Students who write an examination during the period of invalidity specified on the medical certificate or application to defer examination form may not plead illness to appeal their examination results.

Absence from an examination for any other reason must be justified in writing no later than five working days after the examination. The department and the Faculty reserve the right to accept or reject the reason presented. Reasons such as travel, employment and misreading the examination schedule are not usually accepted.

Students who have been authorized to miss a final examination will be allowed to write a deferred examination. The department will determine the date of the deferred examination.

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 a 60 per cent standing or an S to be successful.

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

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.

Final Standing

In order to be recommended to the Ontario College of Teachers for an entry on the Teacher's Qualifications Record Card, an applicant must obtain pass standing of 60 per cent (C) in each of the required courses. All grades below 66 per cent (C+) are failing grades for honour specialist programs.

Grade report, transcript and conservation of records

Grade report

The University prepares a grade report that presents academic results obtained by a student during the preceding session. The grade report is available on InfoWeb as soon as grades become official. Students must use their password to access InfoWeb to consult their grade report.

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).

Transcript

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 are 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.

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.

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 two years following the last registration.

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.

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 dates. 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 or administrator. 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 of providing these documents rests entirely with the student.

A copy of the student's dossier is forwarded to the professor.

3. **Dossier submitted by the professor.** The professor has two (2) weeks to submit a dossier that includes:
 - 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 of providing these documents rests entirely with the professor.

4. The secretary of the Faculty appoints one or two evaluators. The names of the evaluators are kept confidential.
5. **Dossier submitted to the evaluators.** The evaluators are 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 work independently. The time limit for submitting the evaluation is two weeks.
7. In light of the evaluations, the appeal committee determines the revised mark. It may be identical to, lower or higher than the original mark.
8. The secretary of the Faculty informs the student by letter of the result of the appeal. A copy of the letter is 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 is 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 the following:

Assistant secretary general,
Senate committee for the study of individual cases
University of Ottawa
Tabaret Hall
550 Cumberland Street
Ottawa, Ontario K1N 6N5

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.infoweb.uottawa.ca.

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.



Scholarships

University of Ottawa Professional Training Scholarships

Number:	variable
Amount:	\$1000 (minimum)
Eligibility criteria:	<ul style="list-style-type: none">• Canadian citizenship or permanent residency• Ontario residency• financial need• part-time registration in the Faculty of Education• minimum GPA or a CGPA of 8.0 (A-)• completion of a BEd within 12 months prior to the scholarship application• registration, in order of preference, in the additional qualification Français langue seconde or in the qualification Éducation de l'enfance en difficulté (professional development programs of the Faculty of Education).
Field of study:	Education (BEd completed)
Application required:	yes
Deadline:	For the summer session: last day to register in programs.
For the fall/winter session:	November 30.

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



Professional Development Programs

In 1974, the Ministry of Education assigned the training of teachers for English schools in Ontario to the Faculty of Education of the University of Ottawa. Since that time, the Faculty of Education has provided professional development programs and courses for teachers.

In 1997, the responsibilities of the Ministry of Education and Training of Ontario were transferred to the Ontario College of Teachers.

Most courses are offered on campus at Lamoureux Hall. At the request of teachers or school boards, courses may be provided off-campus.

Professional development programs and courses provide opportunities for teachers to acquire additional qualifications that are recognized by the Ontario Ministry of Education and the Ontario College of Teachers. Our programs are regulated by the Ontario Regulation 184/97, and each level requires 125 hours of work. The Faculty of Education recommends to the Ontario College of Teachers the names of candidates who successfully complete a course or program of additional qualifications.

Our additional basic qualifications (ABQ), additional qualifications (AQ) and honour specialist (AQ) courses are all credit courses. Teachers are encouraged to review their qualifications periodically in order to ensure that their studies will lead to a higher category if so desired.

This Calendar of Professional Development Programs provides information about the AQ, ABQ and AQ: honour specialist programs offered by the Faculty of Education. The Registration Guide for Professional Development Programs available on our Web site (www.education.uottawa.ca), provides important information including timelines for registration and access to list of courses scheduled.

The professional development programs of the Faculty of Education aim to provide courses of the highest professional quality. Each additional qualifications course reflects the Ontario College of Teachers' Standards of Practice for the Teaching Profession.

Additional qualification courses provide teachers with opportunities to enhance their teaching skills using current, research-based instructional and assessment strategies. Teachers develop their abilities to teach an increasingly diverse range of learners and, with qualifications to teach in additional divisions/subject areas, their career choices are broadened.

For further information about professional development programs, visit our Web site at www.education.uottawa.ca.

Baccalaureate in Education Part-time

Beginning with the 1979 summer session, the Teacher Education Section of the Faculty of Education has offered applicants registered in a professional development program the opportunity of also applying for the Baccalaureate in Education (BEd), part-time. Applicants to this program must already have a baccalaureate and a Certificate of Qualification from the Ontario College of Teachers.

To meet the program requirements, a person must accumulate at least 36 university credits from the professional development programs of the Faculty of Education of the University of Ottawa. At least six of these credits must be at the specialist level. Once a person requests admission to the Baccalaureate in Education, no more than 18 credits from the professional development programs previously completed at the Faculty of Education of the University of Ottawa can be recognized as advanced standing.

Admission Requirements

1. When registering, provide evidence of a Certificate of Qualification from the Ontario College of Teachers valid for the calendar year in which the registration takes place. The admissions committee will consider requests for admission from applicants holding teaching certificates from other provinces. These applicants, however, must be referred by the Ontario College of Teachers.
2. Provide evidence of a recognized university degree.
3. Meet general and academic requirements for admission to the program in which they intend to register.

Admission and Registration Procedures

Applicants wishing to register for both a professional development program leading to a BEd and additional qualifications of the Ontario College of Teachers should inform the Faculty in writing at the following address:

Academic Secretariat
Faculty of Education
145 Jean-Jacques Lussier, Room 135
Ottawa, Ontario K1N 6N5

Tel.: (613) 562-5804
Fax: (613) 562-5963

Required documents

1. A completed and signed professional development registration form.
2. A cheque for \$50 made payable to the University of Ottawa to cover the admission and file evaluation fees, both non-refundable.
3. Proof of a recognized university degree, unless studies were completed at the University of Ottawa.
4. A copy of a Certificate of Qualification from the Ontario College of Teachers valid for the calendar year in which the registration takes place.

Professional Development Programs – Additional Basic Qualifications (ABQ)

Registration Requirements (ABQ)

Candidates wishing to register in professional development programs and obtain additional basic qualifications must hold a recognized university degree (or equivalent) and a Certificate of Qualification from the Ontario College of Teachers.

Documents required:

1. a) an official transcript, bearing a seal, of all their university studies, unless those studies were completed at the University of Ottawa, if they are applying for the ABQ intermediate division or ABQ senior division program;
b) proof of a recognized university degree, unless their studies were completed at the University of Ottawa, if they are applying for the ABQ primary division or ABQ junior division program.
2. A copy of one of the following documents:
 - a) a Certificate of Qualification from the Ontario College of Teachers valid for the calendar year in which the registration takes place;
 - b) a valid Interim Certificate of Qualification from the Ontario College of Teachers.

Applicants holding a letter of eligibility cannot normally be admitted to an Ontario program leading to additional qualifications or additional basic qualifications without having obtained prior approval (letter of permission) from the Ontario College of Teachers.

Some programs have special registration requirements which are specified in the program description.

Registration Procedures (ABQ)

For registration procedures, please consult the Registration Guide for Professional Development Programs.

ABQ: Primary Division

Aim of Program

This program is designed for teachers who wish to extend their range of qualifications (e.g. teachers who hold qualifications in the junior or the intermediate-senior divisions may have their qualifications extended to include the primary division).

Specific Requirements

Applicants must fulfill the following requirements:

1. be referred by the Ontario College of Teachers if they hold a teacher's certificate or a permit from another province or country;
2. succeed in an English language competency test. Applicants who have successfully completed their basic teacher education in English are exempted from this examination.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 1130	Characteristics of the Learner in the Primary Division	2 cr.
1230	Instructional Strategies in the Primary Division	4 cr.

ABQ: Junior Division

Aim of Program

This program is designed for teachers who wish to extend their range of qualifications (i.e. teachers who hold qualifications in the primary or the intermediate-senior divisions may have their qualifications extended to include the junior division).

Specific Requirements

Applicants must fulfill the following requirements:

1. be referred by the Ontario College of Teachers if they hold a teacher's certificate or a permit from another province or country;
2. succeed in an English language competency test. Applicants who have successfully completed their basic teacher education in English are exempted from this examination.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 2130	Characteristics of the Learner in the Junior Division	2 cr.
2230	Instructional Strategies in the Junior Division	4 cr.

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ABQ: Intermediate Division

Aim of Program

This program is designed for teachers who wish to extend their range of qualifications (i.e. teachers who hold qualifications in the primary-junior division may have their qualifications extended to include the intermediate division) or for teachers who want to add a teachable subject to their qualifications.

Specific Requirements

Applicants must fulfill the following requirements:

1. be referred by the Ontario College of Teachers if they hold a teacher's certificate or a permit from another province or country;
2. present an official transcript of a recognized university degree that shows a concentration of at least two full courses (12 cr.) or the equivalent in a subject;
3. succeed in an English language competency test; Applicants who have successfully completed their basic teacher education in English are exempted from this examination;
4. applicants who choose French (second language) must pass a French language competency test;
5. applicants who choose history must have completed 12 credits in the subject, of which six credits (one full course or two half courses) must be in Canadian history.

PROGRAM OF STUDIES (6 cr.)

PDP 3130 Characteristics of the Learner in the Intermediate Division 2 cr.

One course from:

PDP 3274 Computer Science 4 cr.
3277 English (First Language) 4 cr.
3281 French (Second Language) 4 cr.
3282 Geography 4 cr.
3283 History 4 cr.
3287 Mathematics 4 cr.
3290 Physical and Health Education 4 cr.
3295 Science (General) 4 cr.

ABQ: Senior Division

Aim of Program

This program is designed for teachers who wish to extend their range of qualifications (i.e. teachers who hold qualifications in the primary, junior and/or intermediate divisions may have their qualifications extended to include the senior division) or for teachers who want to add a teachable subject to their qualifications.

Specific Requirements

Applicants must fulfill the following requirements:

1. be referred by the Ontario College of Teachers if they hold a teacher's certificate or a permit from another province or country;
2. present an official transcript of a recognized university degree that shows a concentration of at least three full courses (18 cr.) or the equivalent in a subject;
3. succeed in an English language competency test. Applicants who have successfully completed their basic teacher education in English are exempted from this examination;
4. applicants seeking a qualification in computer science are required to provide evidence of courses in mathematics (logic), in computer language, and in computer technology;
5. applicants who choose French (second language) must pass a French language competency test;
6. applicants who choose history must have completed 18 credits in the subject, of which six credits (one full course or two half courses) must be in Canadian history.

PROGRAM OF STUDIES (6 cr.)

PDP 4130 Learning and Teaching in the Senior Division 2 cr.

One course from:

PDP 4274 Computer Science 4 cr.
4277 English (First Language) 4 cr.
4281 French (Second Language) 4 cr.
4282 Geography 4 cr.
4283 History 4 cr.
4287 Mathematics 4 cr.
4291 Physical and Health Education 4 cr.
4292 Science (General) 4 cr.
4294 Science (Biology) 4 cr.

Professional Development Programs – Additional Qualifications (AQ)

Registration Requirements (AQ)

The following is required for registration.

1. A copy of one of the following documents:
 - a) a Certificate of Qualification from the Ontario College of Teachers valid for the calendar year in which the registration takes place.
 - b) a valid Interim Certificate of Qualification from the Ontario College of Teachers.
2. Teachers applying for registration to Part II or Part III of a program must submit a Statement of Experience form, duly completed and signed by their school superintendent. This form can be obtained from the Faculty of Education.

Registration in Part II of a program requires proof of at least one year of teaching experience or the equivalent (180-200 days of supply teaching).

Registration in Part III requires proof of at least two years of successful teaching experience, of which one must have taken place in Ontario in the specialization sought.

Applicants holding a letter of eligibility cannot normally be admitted to an Ontario program leading to additional qualifications or additional basic qualifications without having obtained prior approval (letter of permission) from the Ontario College of Teachers.

Some programs have special registration requirements which are specified in the program description.

Registration Procedures (AQ)

For registration procedures, please consult the Registration Guide for Professional Development Programs.

Advanced Standing

All requests for advanced standing are to be directed to the Ontario College of Teachers.

All teachers who consider that they have successfully completed the university courses required to obtain the equivalent of part I or part II of a program leading to additional qualifications must submit a request for evaluation of qualifications to the following address:

Ontario College of Teachers
Evaluation Services
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 1-888-534-2222

The College advises that an examination of files may take about six weeks.

AQ: Associate Teacher

Aim of Program

This program is designed to develop supervision skills and understanding beyond the normal pattern of classroom teaching, and thereby extend the range of service of such qualified teachers to the professional community.

Specific Requirements

Teachers enrolling in this qualification must:

1. have two years of teaching experience (one year is equivalent to 180-200 days of teaching)
2. obtain authorization from the principal or superintendent of a school to accept practice teachers
3. be a member in good standing of the Ontario College of Teachers
4. agree to supervise two pre-service candidates as part of the course, without remuneration, during the fall and spring practica of the on-going year
5. agree to supervise two additional pre-service candidates, without remuneration, during the two years following successful completion of the program.

Candidates who do not comply with this requirement will be charged full tuition fees for the program.

Non-payment of fees precludes students from registering in future courses at the University of Ottawa.

If the Faculty is unable to find appropriate student teacher placements for the candidates during the program or in the two years following successful completion of the program, candidates will not be held responsible; therefore, they will not be required to pay tuition fees.

Registration in the associate teacher AQ is dependent on the teaching options offered in the teacher education program at the University of Ottawa. Placements are determined by the number of BEd candidates registered in the teaching options offered at the Faculty of Education and the associate teacher's location.



Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 2314 Supervision of practice teaching	3 cr.
2315 The Associate Teacher's Practicum	3 cr.

AQ: Childhood Education

Aim of Program

To meet the needs of teachers seeking to plan for the learning of young children in a way that melds theory and practical experience.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 1143 Basic Concepts of Child Development	3 cr.
1144 Overview: Creating and Facilitating an Environment for Learning	3 cr.

AQ: Community School Development

Aim of Program

This program is designed for teachers interested in school councils and other Ministry of Education initiatives regarding school reform.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 1160 Introduction to Community-Oriented Schooling	3 cr.
1161 Leadership Concerns in Community School Development	3 cr.

AQ: Computers in Education

Aim of Program

The program, in three parts, aims at making teachers aware of the relationship between the use of computers and the total development of the student, the role of computers as an integral component of curriculum and the teaching-learning process, and current issues and implications of computers in education and society.

Program of Studies (18 cr.)

PART I

PDP 1390 The Learner and the Computer	3 cr.
1392 Application of the Computers in the Classroom	3 cr.

PART II

PDP 2390 The Role of Computers in the Teaching-Learning Process	3 cr.
2392 The Computer and the Curriculum	3 cr.

PART III – SPECIALIST

PDP 3390 Supervision and Management of Computer-Based Education	3 cr.
3392 Computers in the School System	3 cr.

AQ: Co-operative Education

Aim of Program

This program is designed for teachers who wish to specialize in the broad and developing field of work experience education. Its central objective is to develop the professional expertise needed in learning situations where students obtain credits through courses that combine in-school and out-of-school components. These situations are currently developing and cover a range of experiences: co-operative education, work experience programs, career exploration, alternate and drop back programs. Together they form a set of alternative approaches to secondary school education.

Program of Studies (18 cr.)

PART I

PDP 1320 Work Experience Education: A Theoretical and a Historical Perspective	2 cr.
1321 Curriculum Planning and Development of Courses for Work Experience Education	2 cr.
1322 Teaching Approaches in Work Experience Education	2 cr.

PART II

PDP 2320 Work Experience Education: A Critical Analysis of Needs of Learners in Changing Contexts	2 cr.
2321 Work Experience Education Programming	2 cr.
2322 Practical Field-Related Experiences in Work Experience Education	2 cr.

PART III – SPECIALIST

PDP 3320 Selected Readings and Professional Issues in Work Experience Education	3 cr.
3322 Supervision and Leadership in Work Experience Education	3 cr.

AQ: Dramatic Arts**Aim of Program**

This program is designed for teachers who wish to specialize in the teaching of dramatic arts. The three-part program is designed to help teachers become aware of the importance of dramatic arts in the total development of the student. It also assists teachers to study in greater depth the learning process as it applies to the different levels of dramatic arts and other school curricula. Finally, the program develops an awareness of supervisory and administrative concerns in the coordinating of dramatic arts programs.

Program of Studies (18 cr.)**PART I**

PDP 1360 Foundations of Drama Education	2 cr.
1460 Teaching Strategies and Resources in Dramatic Arts	4 cr.

PART II

PDP 2360 Curriculum Foundations in Drama Education	2 cr.
2460 Programs and Resources in Dramatic Arts	4 cr.

PART III – SPECIALIST

PDP 3360 Current Issues in Drama Education	2 cr.
3460 Administration of Dramatic Arts Programs	4 cr.

AQ: English as a Second Language**Aim of Program**

This program is designed for teachers who wish to specialize in teaching English as a second language. Each part includes both theoretical and practical components.

Specific Requirements

Applicants must demonstrate competence in written and spoken English.

Program of Studies (18 cr.)**PART I**

PDP 1164 Theoretical Bases of Teaching ESL/ESD	2 cr.
1264 The Practice of ESL/ESD in the Classroom	4 cr.

PART II

PDP 2265 Socio-cultural Factors and Curriculum Design for Teaching ESL/ESD	6 cr.
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PART III – SPECIALIST

PDP 3164 Leadership and Current Issues in ESL/ESD	3 cr.
3165 Test Development, Program Evaluation, and Linguistic Analysis for ESL/ESD	3 cr.

AQ: Guidance**Aim of Program**

This program is designed for teachers in elementary and secondary schools who wish to specialize in guidance.

Program of Studies (18 cr.)**PART I**

PDP 1324 Organization and Function of Guidance in Schools	2 cr.
1325 Introduction to School Counselling with Individuals	2 cr.
1326 Introduction to School Counselling with Groups	2 cr.

PART II

PDP 2324 Measurement and Evaluation in Guidance in Schools	3 cr.
2326 Career Planning and Vocational Guidance in Schools	3 cr.

PART III – SPECIALIST

PDP 3324 Supervision, Leadership and Program Assessment in School Guidance	2 cr.
3325 Advanced Counselling for Individuals by School Guidance Personnel	2 cr.
3326 Advanced Group Counselling for School Guidance Programs	2 cr.

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AQ: Integrated Arts

Aim of Program

This program is designed for teachers at the elementary and secondary levels who wish to develop understanding, skill and sensitivity for teaching the arts, and help them become aware of the importance of these learning media in the total development of the student. It will also assist teachers to study in greater depth the learning process as it applies to the relationship between the arts and other school curricula.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 1146 Teaching Strategies and Resources in the Arts	4 cr.
1148 Foundations of Arts Education	2 cr.

AQ: Intermediate Education

Aim of Program

This program is designed for teachers who wish to extend their knowledge of education in the intermediate division.

Specific Requirements

Applicants to this program must have an intermediate division qualification on their Ontario Certificate of Qualification.

Program of Studies (18 cr.)

PART I

PDP 1302 Patterns of Growth of Adolescents in Intermediate Education	3 cr.
1304 Teaching in the Intermediate Classroom	3 cr.

PART II

PDP 2302 Theories of the Learning Process and Intermediate Education	3 cr.
2304 School Resources for the Intermediate Division	3 cr.

PART III – SPECIALIST

PDP 3302 Educational Issues for Intermediate Education	3 cr.
3304 Educational Programming in the Intermediate Division	3 cr.

AQ: Junior Education

Aim of Program

The program is designed to develop an understanding and appreciation of individual patterns of growth and development in children. It is also designed to assist teachers in studying in greater depth the learning process as it applies to the junior division. The program develops an awareness of supervisory and administrative concerns in the junior education division.

Specific Requirements

Applicants to this program must have a junior division qualification on their Ontario Certificate of Qualification.

Program of Studies (18 cr.)

PART I

PDP 1301 A Study of Children in the Junior Division	3 cr.
1303 Teaching Strategies and Resources in the Junior Classroom	3 cr.

PART II

PDP 2301 The Learning Process in the Junior Division	3 cr.
2303 Curriculum Development in the Junior Division	3 cr.

PART III – SPECIALIST

PDP 3301 Current Issues in Junior Education	3 cr.
3303 Leadership and Programming in the Junior Division	3 cr.

AQ: Librarianship

Aim of Program

The program is designed to introduce teachers to the concept of teacher librarianship, to the milieu in which they function and to the clientele they serve.

It also assists teachers to gain a clearer understanding of the media and resource centre in the curriculum and the teaching-learning exchange.

The program develops evaluation and consultative skills and an awareness of supervisory and administrative concerns in the school library program.

Program of Studies (18 cr.)

PART I

PDP 1194 The Learner and the School Resource Centre	3 cr.
1196 School Resource Centre Services and Operation	3 cr.

PART II

PDP 2194 The Role of the School Library in the Curriculum	3 cr.
2196 Organization of Learning Materials	3 cr.

PART III – SPECIALIST

PDP 3194 Administration and Organization of the School Resource Centre	3 cr.
3196 Resource Centre Materials and Special Services	3 cr.

AQ: Mathematics (P–J)

Aim of Program

This program is designed to provide the knowledge and basic skills required to produce learning activities for the instruction of the prescribed mathematics skills and content found in primary/junior mathematics programs.

It also enables teachers to gain additional competence in the development, implementation and evaluation of programs, learning strategies and materials for the component of a balanced and integrated primary/junior program.

The program develops knowledge and competency in the organizational design, development, implementation and evaluation of primary/junior mathematics programs.

The program provides strategies for the development and implementation of in-service professional development programs in mathematics education.

Program of Studies (18 cr.)

PART I

PDP 1135 The Mathematics Curriculum	3 cr.
1137 Teaching Strategies and Learning Activities in Mathematics Education	3 cr.

PART II

PDP 2135 Implementing a Mathematics Curriculum	3 cr.
2137 Designing a Mathematics Curriculum	3 cr.

PART III – SPECIALIST

PDP 3135 Professional Development Strategies in Mathematics Education	3 cr.
3137 Curriculum Leadership in Mathematics Education	3 cr.

AQ: Media Education

Aim of Program

This program will meet the needs of teachers, in response to the new directions from the Ontario College of Teachers set out in the Common Curriculum and the English Curriculum Guidelines for grades 7 to 12, to teach media literacy.

Program of Studies (18 cr.)

PART I

PDP 1156 An Introduction to Media Education	3 cr.
1157 Instructional Strategies and Resources in Media Education	3 cr.

PART II

PDP 2156 Contextualizing Media Education	3 cr.
2157 Contemporary Issues in Media Education	3 cr.

PART III – SPECIALIST

PDP 3156 Design and Implementation of Media Education	3 cr.
3157 Leadership in Media Education	3 cr.

AQ: Multicultural Education

Aim of Program

This program will meet the needs of teachers responding to antiracism and ethnocultural equity legal and policy frameworks at national, provincial and school board levels. Because of their legal responsibilities, teachers require professional development in strategies to present and mitigate racial and ethnocultural harassment, and to ensure the equality of outcomes.

Program of Studies (18 cr.)

PART I

PDP 1154 Introduction to Anti-Racist and Multicultural Education	3 cr.
1155 Building Anti-Racist and Multicultural Classrooms	3 cr.

PART II

PDP 2154	Anti-Racist Theories and Educational Contexts	3 cr.
2155	Practical Strategies for Multicultural and Anti-Racist Education	3 cr.

PART III – SPECIALIST

PDP 3154	Multicultural and Anti-Racist Change in Educational Organizations	3 cr.
3155	Leadership Practices for Anti-Racist and Multicultural Organizational Change	3 cr.

AQ: Physical and Health Education (P–J)

Aim of Program

Two alternate routes lead to the acquisition of specialist qualifications in physical education. An applicant may pursue specialist qualifications at either the primary-junior or intermediate-senior level; however, following one route only does not imply that the applicant is fully qualified in the alternate route.

Program of Studies (18 cr.)

PART I

PDP 1370	Human Growth Applied to Physical and Health Education in the Primary-Junior Division	3 cr.
1372	Pedagogical Strategies in Physical and Health Education in the Primary-Junior Division	3 cr.

PART II

PDP 2370	The Learning Process Applied to Program Development in Physical and Health Education in the Primary-Junior Division	3 cr.
2372	Unit Planning in Physical and Health Education in the Primary-Junior Division	3 cr.

PART III – SPECIALIST

PDP 3370	Curriculum Development and Evaluation for Physical and Health Education in the Primary-Junior Division	3 cr.
3372	Leadership and Supervision in Physical and Health Education in the Primary-Junior Division	3 cr.

AQ: Physical and Health Education (I–S)

Aim of Program

Two alternate routes lead to the acquisition of specialist qualifications in physical education. An applicant may pursue specialist qualifications at either the primary-junior or intermediate-senior level; however, following one route only does not imply that the applicant is fully qualified in the alternate route.

Program of Studies (18 cr.)

PART I

PDP 1371	Human Growth Applied to Physical and Health Education in the Intermediate-Senior Division	3 cr.
1373	Pedagogical Strategies in Physical and Health Education in the Intermediate-Senior Division	3 cr.

PART II

PDP 2371	The Learning Process Applied to Program Development in Physical and Health Education in the Intermediate-Senior Division	3 cr.
2373	Unit Planning in Physical and Health Education in the Intermediate-Senior Division	3 cr.

PART III – SPECIALIST

PDP 3371	Curriculum Development and Evaluation for Physical and Health Education in the Intermediate-Senior Division	3 cr.
3373	Leadership and Supervision in Physical Health and Education in the Intermediate-Senior Division	3 cr.

AQ: Primary Education

Aim of Program

The program is designed to develop an understanding and appreciation of individual patterns of growth and development in young children.

It also assists teachers to study in greater depth the learning process as it applies to the primary division.

The program develops an awareness of supervisory and administrative concerns in the primary education division.

Specific Requirements

Applicants to this program must have a primary division qualification on their Ontario Certificate of Qualification.

Program of Studies (18 cr.)

PART I

PDP 1300	A Study of Children in the Primary Division	3 cr.
1305	Teaching Strategies and Resources in the Primary Classroom	3 cr.

PART II

PDP 2300	The Learning Process in the Primary Division	3 cr.
2305	Curriculum Development in the Primary Division	3 cr.

PART III – SPECIALIST

PDP 3300	Current Issues in Primary Education	3 cr.
3305	Leadership and Programming in the Primary Division	3 cr.

AQ: READING

Aim of Program

This program is designed for teachers who seek specialized education in the teaching of reading. The program emphasizes understanding and responding to natural language processes in children and adolescents, and translating these processes into appropriate reading experiences.

Program of Studies (18 cr.)

PART I

PDP 1150	Reading and Language Acquisition	3 cr.
1152	Reading and the Classroom Curriculum	3 cr.

PART II

PDP 2150	The Learning Process Applied to Reading	3 cr.
2152	Curriculum Design and Assessment in Reading	3 cr.

PART III – SPECIALIST

PDP 3150	Foundational Issues for Reading Programs	3 cr.
3152	Organization and Administration of the Reading Program	3 cr.

AQ: Religious Education

Aim of Program

Based on guidelines developed by the Ontario English Catholic Teachers Association (OECTA) and the Ontario Separate School Trustees Association (OSSTA), this three-session program is designed to provide applicants with a knowledge of fundamental principles and a pedagogical basis relative to the religious education in the Catholic schools of Ontario. Emphasis is placed on modern research findings concerning instructional strategies appropriate to the presentation of religious education to children, adolescents and adults. Using andragogical principles as a basis, the methodology includes lectures, seminars, practicum and independent research.

Upon successful completion of each part of the program, the names of applicants will be presented to OECTA for recommendation to the Ontario College of Teachers for the appropriate additional qualification.

Program of Studies

(Program under review)

AQ: Science (P-J)

Aim of Program

The program is designed to provide the knowledge and basic skills needed to develop learning activities for instruction of the prescribed science content in the areas of cognition, processes and psychomotor skills in the primary/junior divisions.

It enables teachers to gain further competence in developing, implementing and evaluating programs, learning strategies and materials for the science component of a balanced and integrated program in the primary/junior divisions.

The program develops knowledge and competency in the organization, design, development, implementation and evaluation of primary/junior science education programs, along with the provision of professional development opportunities in that curricular area.

Program of Studies (18 cr.)

PART I

PDP 1151	The Science Curriculum	3 cr.
1153	Teaching Strategies and Learning Activities in Science Education	3 cr.



PART II

PDP 2151 Implementing a Science Curriculum	3 cr.
2153 Designing a Science Curriculum	3 cr.

PART III – SPECIALIST

PDP 3151 Professional Development Strategies in Science Education	3 cr.
3153 Curriculum Leadership in Science Education	3 cr.

AQ: Special Education

Aim of Program

This program is designed to introduce teachers to the broad spectrum of education for exceptional children and youth, to enable candidates to study the nature of special education in accordance with their career plans and teaching commitments, and to develop consulting skills and an awareness of supervisory and administrative concerns for the education of exceptional students.

Program of Studies (18 cr.)

PART I

PDP 1120 Introduction to the Education of Exceptional Students (Core 1)	2 cr.
1121 Integrated Studies for Special Education in the Classroom (Special Studies 1)	2 cr.
One elective at the basic level	2 cr.

PART II

PDP 2120 Assessment and Programming Strategies for Teachers Concerning Exceptional Students (Core 2)	2 cr.
2121 Advanced Implementation and Integration of Special Education Programming (Special Studies 2)	2 cr.
One elective at the advanced or basic level	2 cr.

PART III – SPECIALIST

PDP 3120 Leadership in the Education of Exceptional Students (Core 3/4)	2 cr.
3121 Consultative Skills and Management of Special Education across the School Systems (Special Studies 3)	2 cr.
One elective at the advanced or basic level	2 cr.

ELECTIVES

Candidates who wish to register for an advanced elective must have completed the equivalent basic elective. Applicants who already have special education Part II endorsement on

their Ontario Certificate of Qualification may add other electives by registering for the appropriate course. All elective areas, when successfully completed, will be recommended for inclusion on the Ontario Certificate of Qualification indicating the level of difficulty (basic or advanced).

PDP 1122 Teaching for Children with Behavioural Exceptionalities (Basic)	2 cr.
1123 Teaching for Gifted Learners (Basic)	2 cr.
1124 Teaching for Children with Language and Speech Exceptionalities (Basic)	2 cr.
1125 Teaching for Children with Learning Disabilities (Basic)	2 cr.
1126 Teaching for the Trainable Retarded Pupil (Basic)	2 cr.
2122 Teaching for Children with Behavioural Exceptionalities (Advanced)	2 cr.
2123 Teaching for Gifted Learners (Advanced)	2 cr.
2124 Teaching for Children with Language and Speech Exceptionalities (Advanced)	2 cr.
2125 Teaching for Children with Learning Disabilities (Advanced)	2 cr.
2126 Teaching for the Trainable Retarded Pupil (Advanced)	2 cr.

AQ: Visual Arts

Aim of Program

This program is designed for teachers who intend to specialize in the teaching of visual arts. The three-part program is designed to develop understanding of, skill in, and sensitivity towards, the teaching of visual arts and to help teachers become aware of the importance of this subject in the total development of the student. It also assists teachers to study in greater depth the learning process as it applies to the different levels of visual arts and other school curriculum. Finally the program develops an awareness of supervisory and administrative concerns in the coordinating of visual arts programs.

Specific Requirements

The applicant registering for Part III (Specialist) must meet the requirements listed under Registration Requirements.

In addition, it is recommended that the applicant complete university undergraduate courses (or equivalent) in visual arts.

The Faculty reserves the right to interview applicants in order to attest that the academic record and professional experience are satisfactory.



Program of Studies (18 cr.)

PART I

PDP 1361	Foundations of Visual Arts Education	3 cr.
1363	Teaching Strategies and Resources in Visual Arts	3 cr.

PART II

PDP 2361	Curriculum Development in Visual Arts Education	3 cr.
2363	Programming in the Visual Arts	3 cr.

PART III – SPECIALIST

PDP 3361	Issues in Art Education	3 cr.
3363	Leadership in Visual Arts Education	3 cr.

AQ: Vocal Music (P-J)

Aim of Program

This program in three parts is designed to make teachers aware of the importance of vocal music in the total development of the student, to lead teachers in considering the means of helping in such development and in acquiring the necessary teaching skills. They will also explore the richness of folk songs and other vocal compositions that may be most useful in the teaching of vocal music.

Program of Studies (18 cr.)

PART I

PDP 1341	Psychopedagogical Foundations of Vocal Music in the Primary Division	3 cr.
1351	Methods and Curriculum for the Teaching of Vocal Music in the Primary Division	3 cr.

PART II

PDP 2341	Learning Problems in Vocal Music in the Junior Division	3 cr.
2351	Methods and Curriculum for the Teaching of Vocal Music in the Junior Division	3 cr.

PART III – SPECIALIST

PDP 3340	Organization and Leadership Skills in Music Programs, Choirs and Other Small Ensembles in the Primary and Junior Divisions	3 cr.
3341	Vocal Music in the School in the Primary and Junior Divisions	3 cr.

Professional Development Programs – AQ: Honour Specialist

Please note that honour specialist courses are not the same as Part III Specialist courses.

Aim of Program

This program is intended for the teacher who wishes greater specialization in one subject area. On completion of the honour specialist qualification course, a successful applicant should have the following:

1. a detailed knowledge of curriculum development and implementation;
2. a knowledge of process skills related to the role of department head;
3. the ability to develop remedial, regular, advanced and enriched academic programs;
4. the ability to design and implement evaluation programs, both in relation to student achievement and to the curriculum;
5. a knowledge of contemporary research in the various content areas; and
6. a knowledge of the literature on change and innovation.

Registration Requirements:

1. An official transcript, bearing a seal, of a recognized undergraduate degree showing successful completion of a minimum of 20 full courses (120 credits) and a concentration of at least nine full courses (54 credits) in the subject specialty with at least a B (70 per cent) average. Courses obtained through a BEd cannot be used. Applicants who are currently studying or who have studied at the University of Ottawa do not need to submit a transcript.
2. A Statement of Experience form duly completed and signed by the school superintendent indicating that the candidate has completed two years of successful teaching, one of which took place in Ontario, in the specialization sought.
3. A copy of one of the following documents are also required:
 - a) a Certificate of Qualification from the Ontario College of Teachers valid for the calendar year in which the registration takes place.
 - b) a valid Interim Certificate of Qualification from the Ontario College of Teachers.

The certificate must show qualifications in the primary division, the junior division, the intermediate division or the senior division.

For registration procedures, please consult the Registration Guide for Professional Development Programs.

Program of Studies (6 cr.)

COMPULSORY COURSES

PDP 4100 Foundations of Education 2 cr.

One course from:

PDP 4200 Instructional Strategies in English 4 cr.

4205 Instructional Strategies in General Science 4 cr.

4210 Instructional Strategies in History 4 cr.

4220 Instructional Strategies in Mathematics 4 cr.

4230 Instructional Strategies in Biology 4 cr.

4240 Instructional Strategies in Society:
Challenge and Change 4 cr.

4250 Instructional Strategies in Chemistry 4 cr.

4260 Instructional Strategies in Physical
Education and Health 4 cr.

4270 Instructional Strategies in Computer Science 4 cr.

4280 Instructional Strategies in Geography 4 cr.