

It gives me great pleasure to present to you the second annual report of the Faculty of Education of the University of Ottawa. This report highlights the achievements and successes that have marked the 2003-2004 year, and illustrates our desire to innovate and to surpass ourselves.

The past year was highly productive and rich in events. Our bachelor's, master's, doctoral and professional development programs have expanded considerably, thanks in part to the creation of a series of new courses, the introduction of new programs, the broad and effective application of new educational technology, and the setting up of new academic and administrative structures.

This year, the Teacher Education and *Formation à l'enseignement* programs were the subject of an accreditation review by the Ontario College of Teachers. As well, in April two consultants appointed by the Ontario Council on Graduate Studies came to evaluate the master's programs at the Faculty. These evaluations of the undergraduate and master's programs allowed the Faculty of Education administrators and professors to address various issues facing the Faculty and, at the same time, to verify whether the delivery of its programs adequately meets the needs of its student client groups.

The Faculty of Education also expanded its research activities and initiatives by developing a new culture of research, promoting the creation of dynamic research clusters, and providing significant support for the obtaining of research grants and contracts from a variety of sources.

During the 2003-2004 year, the Faculty of Education also introduced many new projects and initiatives aimed at deepening its commitment to the community, and strengthening its relations with its partners. The Think Tank in both official languages, the Education Gala, and the Provincial Forum on Special Education are only a few examples.

Our students collected honours and distinctions, further raising the profile of the Faculty of Education and enhancing its reputation as a leader in the field of education.

The Faculty of Education of the University of Ottawa is experiencing remarkable changes. The successes of the past year reflect the vitality and enthusiasm that characterize the Faculty. The year's initiatives would not have been possible without the dedication, commitment and hard work of the regular and part-time faculty, the teaching staff seconded from various school boards, and the support staff. I therefore want to extend to them my warm thanks for their exceptional contribution to the Faculty of Education, and express to them my deepest gratitude.

The upcoming year presents many challenges and issues of significance. The work begun and the efforts made this year will continue to guide us in developing our projects and initiatives for the future.



Marie Josée Berger, Ph. D.
Dean, Faculty of Education





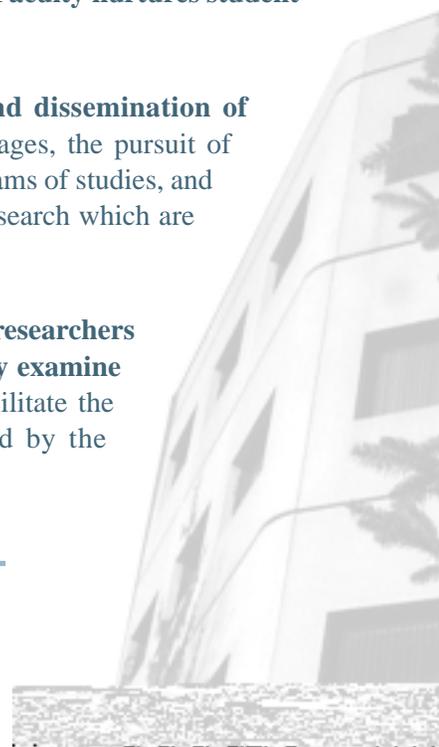
Faculty of Education

- ○ ○ As a Faculty of a university whose specific mission is to build bridges between the English and French cultures in Canada by promoting bilingualism and biculturalism, and to develop the French culture in Ontario, **the Faculty of Education has a responsibility to both English and French speaking communities.** It shall strive to maintain close ties with these communities and promote their development through the academic work of faculty and students. In Ontario, this responsibility results in an obligation to promote the development of the Franco-Ontarian community in accordance with its particular aspirations and needs.
- ○ ○ The Faculty of Education offers its academic programs in both French and English. These programs, designed in consultation with its various partners, aim to respond to the needs of its target population. These programs address critical educational issues, which are not only regionally and provincially based but which extend to the national and international spheres. In so doing, **the Faculty nurtures student awareness of particular issues such as language, culture, and gender.**
- ○ ○ **The Faculty of Education assumes a leadership role in research and dissemination of research results** through publication and teaching in both official languages, the pursuit of excellence in the fields in which it offers graduate and undergraduate programs of studies, and its participation to the development of centers of excellence in fields of research which are particularly relevant in the light of its mission.
- ○ ○ **The Faculty of Education strives for the education of practitioners and researchers who will demonstrate autonomous thinking and the ability to critically examine issues of educational importance,** and is committed to promote and facilitate the acquisition of those fundamental skills through the programs offered by the University.

Vision Statement

- ○ ○ To be a provincial, national and international leader in the field of education.
- ○ ○ To become a top-calibre centre for innovative research in the field of education.

Lamoureux Hall is named after Father René Lamoureux, o.m.i., who in 1927 founded the French-language *École normale* of the University of Ottawa, of which he was principal for some 30 years. This establishment trained French-speaking teachers for Ontario elementary schools. In 1969, it became part of the Faculty of Education. During his career, Father Lamoureux was also the University of Ottawa's vice-rector twice.





Marie Josée Berger
Dean

Professor emeritus

Desjarlais, Lionel

Adjunct professors

Lévesque, Denis

Rancourt, Richard

Secondments

Allain, Rhéal

Benton, Nicola

Brooks, Vincent

Crowe, Tracy

Mace, Heather

Thibeault, Nicole

Wilson, Michael

Cross-Appointments

Duquette, Lise

Goh, Sweet

Paribakht, Sima Tahereh

Raymond, Patricia

Ste-Marie, Diane

Wesche, Marjorie

Faculty

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Ahola-Sidaway, Janice
Andrews, Bernard W.
Barfurth, Marion
Barlosky, Martin
Bélair, Louise
Berger, Marie Josée
Boudreau, Pierre
Bourassa, Michelle
Bourdages, Johanne
Champagne-Muzar, Cécile
Cook, Sharon Anne
Cousins, J. Bradley
Desjardins, François
Duquette, Cheryl
Elshof, Leo
Forgette-Giroux, Renée
Fortin, Jean-Claude
Gazzola, Nicola
Giroux, Aline
Graves, Barbara
Herry, Yves
Jefferson, Anne
Lauzon, Yves
Laveault, Dany
Leblanc, Raymond
McDonald, Colla Jean

Maclure, Richard
Maltais, Claire
Masny, Diana
McLean, Lorna
Michaud, Pierre
Montgomery, Cameron
Morawski, Cynthia
Mujawamariya, Donatille
Palulis, Patricia
Paquin, Maryse
Paré, David
Robertson, Judith
Rupp, Andre
Saint-Germain, Michel
Samson, André
Sethna, Christabelle
Simon, Marielle
Smith, J. David
Stanley, Timothy
Suurtamm, Christine
Taaffe, Ruth
Taylor, Maurice
Théberge, Mariette
Vézina, Nancy
Vignola, Marie-Josée
Westheimer, Joel

The Passing of a Pioneer

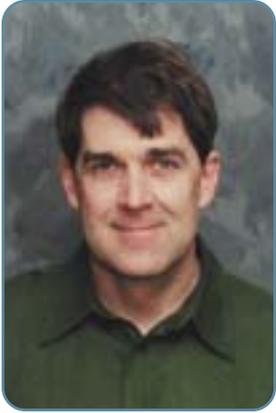
Father Raymond-H. Shevenell died on December 12, 2003 in Ottawa, at the age of 95. He was a professor of philosophy and psychology from 1935 to 1955, and then became the founding Director of the School of Psychology and Education from 1955 to 1965. He also occupied the positions of Dean of the Faculty of Psychology and Education, and Director of Psychological Services at the University before retiring in 1979.



New Members of the Teaching Staff

Professor recruitment is crucial to the development, expansion and growth of the Faculty of Education. Newly-hired professors bring with them a breath of fresh air that generates vitality and energy. During the 2003-2004 year, the Faculty of Education was delighted to enrich its roster of teaching staff with the following professors :

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Leo Elshof

Leo Elshof has been teaching science and technology for over 20 years. His research deals mainly with the professional development of science and technology teachers in the areas of sustainable development and interdisciplinary program development. He is also interested in teachers' vision of sustainable production and viable consumption in the world.

The holder of an Electronics Engineering Technology Diploma from Mohawk College of Applied Arts and Technology, Leo Elshof obtained a bachelor of science degree from the University of Waterloo and a bachelor's degree in education from the University of Western Ontario. He holds a master's degree in education from McMaster University and a doctorate in science and technology education from the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Leo Elshof has been an assistant professor at the Faculty of Education since the summer of 2003.



Nicola Gazzola

Nick Gazzola earned a doctorate in guidance psychology from McGill University in 2001. Before joining the Faculty of Education at the University of Ottawa in July 2002, he was a counsellor at Concordia University for seven years. Dr. Gazzola now teaches undergraduates majoring in educational counselling and does research on counselling. His research focuses on the counselling process, counsellors' professional identity, positive events in counselling supervision, and guidance and professional training programs.



Cameron Montgomery

Cameron Montgomery has been a professor at the Faculty of Education since July 1, 2003. A specialist in teaching and learning, he is interested in student teachers' experience of their teaching practicum. He seeks to identify the effects of stress, in particular whether there is a correlation between stress and social problem solving skills. He has published numerous articles and research summaries in national and international scientific magazines. At present he is conducting a research project under a grant from the Social Sciences and Humanities Research Council of Canada (SSHRC) on stress among trainee teachers.

Cameron Montgomery holds a bachelor's degree in literature and secondary school teaching from the American University, a private-sector institution in Washington, D.C., as well as a master's degree and a doctorate in psycho-education from *Université Laval*. Originally from Toronto, he is fluent in English, French, Spanish and German.



Patricia Pallulis

As an assistant professor at the Faculty of Education since July 2003, Patricia Pallulis has taught courses in English studies (language and literacy) and led seminars and practicums on reflexive teaching and English as a second language. She obtained her doctorate from the Centre for Studies in Curriculum and Instruction at the University of British Columbia. She has varied, in-depth teaching experience in Canada and abroad. Her current main interest is the integration of theory and practice in teaching in order to ensure that teacher training is connected to real life. Her research and publications focus on curriculum theorizing in language, literacy, culture and spatiality; poststructural, postcolonial and psycho-analytic discourses in interdisciplinary studies; reading and writing as a doubling gesture of intertextuality; and research as performative ethnography.



Andre A. Rupp

Andre Rupp joined the Faculty of Education in July 2003. Born in Hamburg, Germany, he studied English, French and mathematics in order to teach secondary school. After taking part in an exchange program, he continued his education abroad, obtaining a master's degree in teaching English as a second language, a master's degree in mathematics and statistics, and a doctorate in research measurement, assessment and methodology. Over the years, he became greatly interested in the conceptual and statistical bases of psychometric models in cognitive diagnostic assessment. He devotes himself in particular to developing practical psychometric methodologies and applications of them. His current research focuses on the inferential limits of assessments: he seeks to understand how empirical psychological areas of study can influence the types of deductions specialists make with the measurement tools used under various assessment conditions.



André Samson

André Samson studies student career choices. In particular, he seeks to ascertain how school can help young persons meet labour market requirements and make a smooth transition from school to work. He is currently working with school officials to improve guidance services. André Samson joined the Faculty of Education in January 2003. His expertise will be very beneficial to students enrolled in a program at the Faculty.



Christine Suurtamm

Christine Suurtamm has been an assistant professor at the Faculty of Education since July 2002. She specializes in research on the teaching of mathematics and the measurement and assessment of mathematical skills. Dr. Suurtamm is especially interested in the relationship between teachers' knowledge, attitudes and convictions, and particularly how these factors are conveyed in the classroom. Her doctoral thesis dealt with student skill assessment by teachers of mathematics. More recently, she has studied teachers' experiences in applying a mathematics curriculum based on questioning and problem-solving. Her current studies have to do with strengthening elementary school teachers' skills and professional development in mathematics.



Nancy Vézina

Nancy Vézina devotes herself to various research issues having to do with the teaching of elementary school mathematics. Her most recent research projects have dealt with teaching approaches that promote the learning of mathematics in specific contexts (such as mathematics and children's environment, mathematics and architecture, and mathematics and technology). In these specific contexts, she seeks a better understanding of students' learning processes, as well as teaching strategies that promote understanding of mathematical concepts. Dr. Vézina also participates in research projects on pre-service training and professional development in mathematics for elementary school teachers. Before coming to the Faculty of Education in July 2002, Nancy Vézina was a professor at *Université de Moncton* in New Brunswick.

Undergraduate Programs

Formation à l'enseignement (French-Language Program)

During the 2003-2004 year, the *Formation à l'enseignement* program experienced a real upsurge and remarkable evolution on a number of levels.

The year was first marked by the arrival of a new director, Claire Maltais, in July, 2003. The holder of a doctorate in psycho-education from *Université Laval*, Dr. Maltais has many years of experience in the field of education. In the course of her career, in particular, she taught at *Université du Québec en Outaouais* and was educational advisor to the *Consortium de l'Est de l'Ontario* and to the *Conseil des écoles catholiques de langue française d'Ottawa-Carleton*. Under the guidance of its new Director, the French-language bachelor's program at the Faculty of Education posted a number of major achievements, such as the creation of new programs and the introduction of innovative projects.



Renée Forgette-Giroux
Vice-Dean (Programs)



Claire Maltais
Director, *Formation à l'enseignement* program

Increased Student Population

In the fall 2003 and winter 2004 terms, the *Formation à l'enseignement* program accepted approximately 400 French-speaking students, some 100 more than anticipated. This increase is good news for the Franco-Ontarian community, which has been experiencing a shortage of teachers for some years. A whole series of measures was required in order to respond to this increase: drawing up schedules, finding premises, hiring new professors, and finding schools for teaching practicums. The administrators of the new structure for the *Formation à l'enseignement* program worked hard to respond to this major challenge, and the past year was most productive.

Introduction of a Part-Time *Formation initiale à l'enseignement* Program

For over two years, the Faculty of Education has been working to introduce a part-time, distance education, French-language bachelor's program. In January 2004, after months of hard work, the efforts of the crafters of this program were finally rewarded and the Ontario College of Teachers recognized this program as a pilot project.

Offered in French only, the part-time *Formation initiale à l'enseignement* program is an initiative aimed at addressing the shortage of French-speaking teachers in Ontario's minority communities. This new program is for teachers with interim certification, persons who cannot travel for several months in order to take training, and persons seeking a career change. The program is offered on a part-time basis, the courses are available in multimedia formats, and intensive use is made of information and communication technology. The program involves the creation of virtual type classrooms in which professors and students can apply their knowledge, thus giving students more opportunities to put into practice the theory they learn in class. The part-time *Formation initiale à l'enseignement* program is spread out over seven academic terms. The program's first graduates will enter the labour market in the fall of 2006.



Professional Symposium: Something New in the *Formation à l'enseignement* Program

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The first professional symposium at the *Formation à l'enseignement* program, entitled "Enseigner : Du métier à la profession", was held on January 9 and 10, 2004. This symposium on the evolution of teaching from a trade to a profession, organized by a team of professors, allowed the student population to attend many workshops given by the teaching staff, graduate students, and representatives of school boards and teaching institutions.

The symposium had two objectives: firstly, to allow students to explore the various aspects of the teaching profession and foster an initial professional exchange of views in a setting similar to the professional symposiums of their future teachers' associations; and, secondly, to promote the exchange of views and networking among representatives of the school system, the students, and the teaching staff of the Faculty.

Evaluation of the *Formation à l'enseignement* Program by the Ontario College of Teachers

This year, the *Formation à l'enseignement* program was the subject of an accreditation review by the Ontario College of Teachers. As part of this evaluation, members of the Accreditation Committee visited the facilities at Lamoureux Hall from April 26 to 30, 2004 and met with members of the teaching and support staff of the Faculty of Education in order to get an idea of the program. Having to produce a written document and organize the visit of the facilities by the Accreditation Committee allows administrators and professors of the Faculty to think about the program and to check whether program delivery adequately meets the needs of its student client group.

The next few years will present a number of challenges. Administrators of this program hope to review the student placement process as well as the teaching practicum supervision criteria. They also plan to introduce new integrated programs and on-line and videoconference courses. As well, they will closely monitor the progress of the part-time *Formation initiale à l'enseignement* program in order to ensure that it adequately meets the needs of the community. Lastly, they are considering the creation of new partnerships with the school boards and teaching institutions. In summary, it is clear that 2004-2005 will be a very busy year.

Undergraduate Programs

Teacher Education (English-Language Program)

The past year was rich in events at the Teacher Education program. A number of projects aimed at improving the preparation of future teachers and strengthening relations with the school environment were set in motion.

Integrative Approach to Teacher Education

The 2003-2004 year was an opportunity to take a close look at major issues raised in previous years in terms of an integrative approach to teacher education. The program aims to prepare faculty and future teachers to adopt an integrative approach to education that is adapted to an increasingly diversified school population. To this end, all Teacher Education program professors were asked to attend a workshop on ethical assessment. Martha Koch, a part-time professor at the Faculty of Education who has wide-range experience with measurement and assessment tools, showed professors a broad range of integrative assessment practices that meet the needs of changing client groups.



Barbara Graves
Director, Teacher
Education Program

Professional Development Institute

The 2003-2004 year ended with a professional development institute for graduating students. For five days, from April 26 to 30, participants were invited to look back on the highlights of their teaching practicum experience, paying special attention to ethical issues in teaching. The institute, entitled "Transition into Practice: A Professional Development Institute" also featured a conference, including a number of workshops and important communication activities. A number of lecturers spoke at the plenary session, including James McCracken, Director, Ottawa-Carleton Catholic District School Board; Patrick Smith, co-ordinator of professional development programs at the Faculty of Education of the University of Ottawa; Maggie Mamon, clinical psychologist; William Ayers, Professor Emeritus of the Faculty of Education at the University of Illinois in Chicago; and Paddy Stewart, retired teacher and designer of shows for children. A total of 102 lecturers spoke on a host of education-related topics.

At the closing ceremony, the teaching and the support staff of the Teacher Education program had the pleasure of honouring five associate teachers who act as mentors to students in the program. The recipients were each presented with a University of Ottawa Teacher Education program plaque, in recognition of their valuable contribution to teaching.

Dialogue with the Community

On October 16, 2003, Marie Josée Berger, Dean of the Faculty of Education, initiated a think tank aimed at strengthening relations between the Faculty of Education and the English-language education community. Representatives of the Faculty of Education, local school boards, the Ontario Ministry of Education, and teachers' associations attended the event, from which a number of themes emerged. At a follow-up meeting in March, representatives of the education community agreed to give priority to three issues: *recruitment, retention and renewal* of teaching professionals. In May, they agreed on a certain number of possible research projects related to these three issues and, in June, they drew up a plan to carry out some of these projects.



Evaluation of New Structure

In 2002–2003, the Teacher Education program set up a new structure designed to do a better job of integrating theory and practice. Over the last year, program administrators carefully evaluated the effectiveness of this new structure in discussions with colleagues, students, mentors and other educators. A questionnaire was also prepared and distributed to mentors in October 2004.

Accreditation Review

This year, the Teacher Education program was the subject of an accreditation review by the Ontario College of Teachers, an exercise that included a five-day visit of the facilities, from April 26 to 30, 2004. Having to produce a written document and organize the visit of the facilities by the Accreditation Committee, administrators and professors of the Faculty were able to think about the program and verify whether or not its delivery adequately met the needs of its student client group.

New Developments

Mathematics and Science On-Line

One challenge facing the Teacher Education program is to do a good job, in only eight months, at preparing the future professionals who will be called upon to teach mathematics and science. Students must not only master dense subject matter, but also acquire the teaching skills required to teach and to learn these subjects. To this end, mathematics and science professors have created on-line resources to supplement the subject matter presented in the classroom.

Summer Mathematics Program

In order to take up the challenge of supporting future elementary school teachers who may be apprehensive about teaching mathematics, the Faculty of Education at the University of Ottawa has developed a mathematics program that allows current and future teachers to deepen their knowledge of mathematics before starting the Teacher Education program. In this regard, a math camp was held from August 23 to 27, 2004.

Undergraduate Programs

Native Teacher Education Program (NTEP)

The Native Teacher Education Program is a two-year community-based program that offers courses, teaching practicums, and in-school professional and volunteer opportunities. Students may benefit from a mentor's advice who offers them guidance for the duration of the program, explains to them the tricks of the trade and the rules of professional conduct, and encourages their progress. The courses are given by distance education (through Contact North), and on-site in the north during the summer. Students must complete a total of 12 weeks of teaching practicums, divided into three periods, over the two years of studies. Successful graduates earn professional recognition with the Ontario College of Teachers, licensing them to teach in elementary schools in Ontario.

Of the 31 graduates in June 2003, 14 were from the Matawa First Nation, and 17 from the District of Sioux Lookout. The following month, 11 new students from the Matawa First Nation and 17 from the District of Sioux Lookout registered for the summer term beginning in Thunder Bay and Pelican Falls. These students completed two teaching practicums and studied through Contact North during the fall of 2003 and the winter of 2004. In the summer of 2004, they completed their second summer term, including professional courses. They will do a last teaching practicum in 2004-2005 and graduate in June 2005.



Cheryll Duquette
Administrator, NTEP

Graduate Programs

In graduate programs at the Faculty of Education, change was the watchword during the past year.

The year began with the implementation of a new administrative structure that aims to provide a framework for graduate programs. Given the popularity of the University of Ottawa's graduate programs in education, the new structure divides the administration of these programs by establishing two Directorial positions: one for the French-language section, and the other for the English-language section. Marielle Simon took over the leadership of the French-language section, while Timothy Stanley is at the helm of the English-language section. The new directors were able to pay special attention to the needs of their respective programs and thus serve their respective communities better. Elsewhere, this year the Graduate Studies Program Council elected three English-



Timothy J. Stanley
Director, Graduate
Programs, English-
language section

speaking and three French-speaking professors to be responsible for managing the program. Council members, who met monthly, played an important role in developing policies and advising directors.



Marielle Simon
Director, Graduate
Programs, French-
language section



The other change, and probably the most important one for students, was the appointment of Mélanie Charbonneau as Assistant to the Directors of Graduate Studies. In addition to her management duties, Ms. Charbonneau, who joined the Faculty of Education in January 2004, has been an essential player on the Graduate Studies team by providing counselling services to the student community and by improving communications among team members, administrators and students. Her presence has also made it possible to introduce a series of new initiatives: the publication of a bimonthly newsletter, the creation of workshops for professors and students, the development of a handbook of procedures and policies for master's students, and the creation of a practical list of services. Ms. Charbonneau has also acted as a resource person to students on all matters related to their records.

These changes have already produced positive results. In early April, two consultants appointed by the Ontario Council on Graduate Studies (OCGS) came to evaluate the master's programs at the Faculty of Education. Carolyn Yewchuk, a professor at the University of Alberta, and Richard Young, a professor at the University of British Columbia, met with nearly 100 students and 35 teaching staff members during their two-day visit. Their report to the OCGS was highly favourable concerning the new culture of research at the Faculty of Education and its advantages for graduate programs. The report also indicated that the main avenues of research being pursued by the Faculty correspond to its needs and resources. In addition to highlighting the satisfaction expressed by students with their programs of study, the evaluators stated that they were especially impressed by the results obtained by students, and noted the Faculty's efforts to forge a community of researchers. At press time, the evaluation report by the OCGS review committee had not yet been presented to the Faculty of Education.

This year, progress was also made by graduate program administrators in proposing changes to be made to all aspects of programs. This progress included the development of a full combined course list for all master's in education, master's in arts, and doctoral programs. Most course descriptions were changed; some of the oldest courses were eliminated and replaced by new courses that make better use of the Faculty's research strengths. A new program involving 12 courses in educational counselling and leading to a master's degree in education was also approved. Most of these changes came into effect on May 1, 2004.

Lastly, in the upcoming year, the Faculty of Education plans to continue its efforts to give national prominence to graduate programs in education at the University of Ottawa.



Leila Metcalf

Administrator, Professional development programs and new initiatives

Professional Development Programs and New Initiatives

Since 1970, the Faculty of Education has offered teachers a broad range of professional development programs. The various courses allow teachers not only to hone their skills and expertise, but also to add to their Ontario College of Teachers certificate further qualifications that are recognized by the Ontario Ministry of Education and by the College: Additional Basic Qualifications (ABQ), Additional Qualifications (AQ), Honour Specialist (HS), Principal's Qualification, *Spécialiste en études technologiques supérieures*, *Spécialiste en surdit *, and *Spécialiste en surdi-c cit *. These programs are regularly updated to ensure that they adequately meet teachers' changing needs.

The 2003-2004 year was highly productive for professional development programs and new initiatives. A group of specialists met on several occasions to initiate dialogue and exchange views on the future of the Faculty of Education within the English-language education community. Attending these meetings were representatives of the Ottawa-Carleton District School Board, the Ottawa-Carleton Catholic District School Board, the Ontario College of Teachers, the Ontario Ministry of Education, the Ontario Teachers' Federation, and the Faculty of Education. During these productive discussions, a number of avenues to be explored became clear. The next steps will allow programs to focus on three issues: recruitment, retention and recognition of the work of teachers.

The University also obtained from the Ontario Ministry of Education the funding needed to continue a major initiative launched in 2003: the creation of on-line courses. Thanks to partnership among the Ottawa-Carleton District School Board, the *Conseil scolaire du district catholique de l'Est ontarien*, *l'Association des directions et directions adjointes des  coles franco-ontariennes*, and the University of Ottawa's Centre for e-Learning, 20 on-line courses were created. The course content was developed on the advice of teachers and principals. All these new courses will be introduced in July 2004. The success of the first 10 on-line courses, offered in 2003-2004, bodes very well for this initiative. In response to teacher preferences, the Faculty of Education plans to continue this initiative, while still offering courses on campus.

Also, the Korean National Institute for International Education Development asked the Faculty of Education to provide a one-month training program for 28 Korean secondary school teachers, which it was able to do thanks to the co-operation of the Ottawa-Carleton District School Board, the International Office, the Second Language Institute, and the School of Information Technology and Engineering at the University of Ottawa. The Faculty of Education was responsible for the teaching content of this program, entitled "Professional Development of Secondary School Teachers of Sciences and Vocational Education". This initiative was very well received by the participants.

The Faculty of Education is an interdisciplinary crossroads where dialogue, sharing and thought contribute to the enrichment of knowledge and to the intellectual and professional progress of our aspiring teachers. From the first year of the bachelor's program, our students engage in an ongoing process of growth in which pre-service training is only a beginning. A host of activities related to our students' theoretical and practical training were organized in 2003-2004, in order to allow them to increase their knowledge, broaden their worldview and make contacts through networking opportunities.

Student Activities

Annual Faculty of Education Barbecue

The academic year could not have begun without the traditional annual barbecue, to which all new students at the Faculty of Education were invited on September 17, 2003. Participants got together in a friendly atmosphere in front of the main entrance of Lamoureux Hall, where they had an opportunity to meet the Faculty's teaching and support staff and to socialize with their new classmates.

Job-Search Strategies Workshop in Education

In the fall of 2003, the Faculty of Education joined forces with Career Services at the University of Ottawa to offer its students a series of workshops on job-finding strategies; students had an opportunity to explore the various career possibilities in the field of education and to update their knowledge of writing résumés and cover letters, developing a portfolio, mastering interview techniques, and navigating the hiring process.

Career Fair in Education

The Career Fair in Education, held on January 16, 2004, was a great success. In co-operation with Career Services, the Faculty hosted approximately 60 school boards from Canada and recruitment agencies from other countries, particularly England and Mexico. No fewer than 20 French-language school boards attracted the 500 French-speaking students registered in the *Formation à l'enseignement* program, while nearly 40 English-language school boards and private-sector recruitment agencies spoke to the 700 English-speaking students in the Teacher Education program. Some participating employers even held interviews on the spot. The Career Fair was a unique opportunity for aspiring teachers to exchange views with future employers about the possibilities the field of education offers.

Celebrations for Graduating Students



In order to acknowledge the leading role that graduating students in the Teacher Education and *Formation à l'enseignement* programs will play by encouraging their own students to pursue a university education, the Faculty of Education, in co-operation with the Alumni Relations Office and the Liaison Office of the University of Ottawa, organized celebrations honouring these students on two Mondays, March 8 and 15, 2004. Gilles G. Patry, Rector of the University of Ottawa, and Marie Josée Berger, Dean of the Faculty of Education, highlighted the successes of the 2003-2004 graduating class and encouraged these graduates to continue their studies at the master's and doctoral levels.

Transition into Practice

From April 26 to 29, 2004, students in the Teacher Education program were enthusiastic participants in an annual institute, for which they could register using the new on-line system at the Faculty of Education. The conference, entitled "Transition into Practice: A Professional Development Institute" offered various workshops as well as riveting plenary sessions; one objective was to help ensure that graduating students' entry into the profession is smooth.



Another of the Institute's objectives was to recognize the exceptional contribution by mentors, whose role in the training of future teachers is vital. This year, the Faculty of Education wanted to pay tribute to five exceptional mentors from the Ottawa-Carleton region by presenting them with the 2004 Outstanding Teacher Mentor Award at a special ceremony. The recipients were Michael Adams, Robert Hopkins Public School; Lorne Williams, Sir Guy Carleton Secondary School; Margaret Spence, Canterbury Secondary School; Linda Howie, St. Patrick's Intermediate School; and Frances Burton, Falling Brook Community Elementary School.



Professional Symposium Entitled "Enseigner : du métier à la profession"

This professional symposium was held on January 9 and 10, 2004 at the University of Ottawa. It brought together a constellation of researchers and numerous representatives of the education community, who spoke mainly to students in the *Formation à l'enseignement* program.

This activity gave students an opportunity to explore the various aspects of the profession and exchange views in a setting similar to the professional symposiums of their future teachers' associations. It also promoted an exchange of views with representatives of the school system and the teaching staff of the Faculty, bringing together speakers and communicators from these two training environments, as well as representatives of the Ontario College of Teachers and the Ontario Ministry of Education.

Conferences and Symposia

Educating for Peace and Global Awareness: Conversations and Curriculum

Sponsored by the Faculty of Education, the Educating for Peace and Global Awareness workshop held on October 3 and 4, 2003, was designed to raise future teachers' awareness of the importance of making the concepts of peace, human rights, conflict resolution, ecology, international respect, race and gender equality, and world development an integral part of their teaching. Over 300 students, teachers, stakeholders and specialists in the field of education had the benefit of a broad range of practical workshops, as well as talks on various aspects of educating for peace. Among the speakers, the presence of two internationally renowned figures was of interest: Joanna Santa Barbara, professor at the Department of Psychiatry of McMaster University and an activist for the elimination of nuclear weapons, the prevention of war and the non-violent resolution of conflict; and Bobby Moore, former Canadian Ambassador to Guyana and an expert in interracial relations. The Institute was followed in February 2004 by a meeting aimed at identifying ways to design teaching tools on global education and to use them in the classroom. These initiatives provided professors and students with information on Canadian endeavours in teaching peace and global education.

2004 Jean-Paul Dionne Symposium

Introduced in 1986 in honour of a professor at the Faculty of Education, this annual event highlights graduate students' contributions to areas of study in education. The 19th edition of the Jean-Paul Dionne Symposium, held on April 1, 2004 and entitled "Research Stories: Things you Always Wanted to Know", was a resounding success. Master's and doctoral students presented their research findings in the form of interim reports and theses on practical and theoretical issues. This event was a unique opportunity for these students to benefit from talks given by a broad range of invited speakers, and to showcase and discuss their work.



Thanks to contributions by its generous donors, each year the Faculty of Education is able to provide scholarships that help many students enter the profession. In 2003-2004, the Faculty of Education awarded a considerable number of prizes and scholarships to students in the bachelor's, master's and doctoral programs.

Undergraduate Scholarships

ADMISSION SCHOLARSHIPS

Professional Training Scholarships

Bailey, Colleen Marie
Baine, Tammy Lynn
Balla, Ioan
Bartley, Anne Marie
Benchaouche, Hanifa
Benoit, Geneviève Marie
Beshir, Hoda
Boissonneault, Renée
Bora, Calin
Boulangier, Mélanie
Bouragba, Ahmed
Bradburn, Miya Nicole
Byl, Judith Maria
Charbonneau, Judith
Chiru, Maria
Clarke, Trina Christine
Cline, Teresa Lynn
Currie, Jillian Patricia
Davies, Catherine Marie
Donohue, Seana Maureen
Dornan, Laura Alice
Dobrovina, Galina
Drapeau, Sophie
Dubois, Anne-Marie Rolande
Fils-Aimé, Pierre
Guillotte, Alexandre
Hartwick, Laurel-Ann Terese
Havard, Françoise Louise Mauricia
Henrie, Geneviève Ginette Marie
Hood, Laure Marie
Jowett, Tara Eve
Killian, Sandra Janine
Lafrance, Michelle Mélanie
Laliberté, Myriam
Lamarche, Mélanie É
Lance, Heather
Laporte, Claudine
Laroche, Karine
Ledwel, Emily Ann
Luciano, Severina
MacDonald, Erin Melissa



J. David Smith
Secretary of the Faculty

Professional Training Scholarships

MacLean, Peter Ross
Martin-Soucie, Anne
McComas, Michelle Marie
Mielke, Christina
Morcos, Donna Leslie
Morvan, Jhonel Armstrong
Paul, Gilles
Pendon, Cyril
Penwarden, Robert Mark James
Rezvani, Parnian
Riddick, Bill
Robins, Kenna Georgina
Sahouli, Bendida
Savoie, Suzanne
Scaffidi Argentina, Maria
Scharf, Richard Robert
Schmitt, Andrew N.
Sebti, Mohand-Ou-Belaid
Staples, Tanya
Stretten, Maria Rusyl
Thomas, Christina Marie
Timson, Cassey-Jo Angela
Vaillancourt, Louise
Verspoor, Jennifer Mitchell
Williamson, Alistair David
Zbarciog-Faciu, Carmen Anca
Zibens, Barbara-Anne
Zwart, Tracey

EXCELLENCE SCHOLARSHIPS

Suzanne Wright Memorial Scholarship

Hope, Julie

Faculty of Education Scholarship Fund

Hall, Kathy Christina

Morin, Valérie

Nott, Kristine Louise

EXCELLENCE BURSARIES

Association of Professors of the University of Ottawa Student Award Program

Klement, Marianna

Paradis, Carly

Ramsay, Caroline

Dr. William Crossan Memorial Bursary

Ballout, Nadia

Retired Teachers of Ontario Bursaries

Geddes, Jennifer Anne

Kelly, Matthew David

Paliwal, Shelly

Pambou, Rodrigue

Faculty of Education Scholarship – Ontario Student Opportunity Trust Fund (OSOTF)

Ellis, Trevor Roy

Harold Crabtree Foundation Scholarship – Ontario Student Opportunity Trust Fund (OSOTF)

McComas, Michelle Marie

Jan Kolaczek Memorial Scholarship

Vaillancourt, Louise

John Proskie Scholarship in Education

Bureau, Marie Suzanne Lise

Montrusco Bolton Scholarship – Ontario Student Opportunity Trust Fund (OSOTF)

Potter, Sarah Louise

BURSARIES

Atkinson Charitable Foundation Scholarship - Ontario Student Opportunity Trust Fund (OSOTF)

Messier, Jason William

Mujawamariya-Bizimana Scholarships

Bouragba, Ahmed

Pambou, Rodrigue

Joseph Marien Estate Fund

Legault, Sylvie

Graduate Scholarships

Admission Scholarships to Graduate Studies, Master's in Humanities

Besette, Josée
Noorparvar, Afsaneh
Waterhouse, Monica Christine

Admission Scholarships to Graduate Studies, Doctorate in Humanities

Abasi, Ali Reza
Akbari Saneh, Nahal
Bayan, Paul
Clément, Nathalie Lise
Davidson, Marie-Louise Ann
Galipeau, James Lawrence
Kim, Eun Jin
Lu, Yang
Mareschal, Catherine
Molina Giron, Luz Alison
Parsons, Amy Louise
Thompson, Kimberly A
Tulung, Golda Juliet

International Tuition Fee Scholarships

Kim, Eun Jin
Lu, Yang

International Scholarships (Third and Fourth Year of Doctorate)

Diallo, Bakary
Mvoto Meyong, Colette
Saussez, Frédéric

Graduate Studies Excellence Scholarships in Humanities

Aitken, April Anne
Benoît, Josée
Besette, Josée
Clark, Shannon
Culver, Diane Mary
Galipeau, James Lawrence
Lemyre, François Christian
Lirette-Pitre, Nicole Therese
Lundy, Marlene Rosanne
Moisan, Patrick
Montgomery, Kenneth Edward
Radford, Linda
Ramolet, Marie-France
Turcotte, Catherine

Excellence Scholarships (National) in Humanities

Clark, Shannon
King, Judith Ann
Moldoveanu, Mirela
Tierney, Robin
Waterhouse, Monica Christine

Third and Fourth Year Doctoral Scholarships (Humanities)

Abasi, Ali Reza
Akbari Saneh, Nahal
Bayan, Paul
Connor, Kathleen Marie
Diallo, Bakary
Karagiozis, Nectaria
Kwon, Yang-Gyun
Mvoto Meyong, Colette
Rosenberg, Joan Ellen
Saussez, Frederic
Spooner, Marc T.
Wood, Shaunda

Ontario Graduate Scholarships

Aitken, April Anne
Benoît, Josée
Besette, Josée
Clark, Shannon
Culver, Diane Mary
Galipeau, James Lawrence
King, Judith Ann
Lemyre, François Christian
Lirette-Pitre, Nicole Therese
Lundy, Marlene Rosanne
Montgomery, Kenneth Edward
Radford, Linda
Ramolet, Marie-France

Social Science and Humanities Research Council of Canada Master's Scholarships

Tierney, Robin
Waterhouse, Monica Christine

Social Science and Humanities Research Council of Canada Doctoral Fellowships

Clark, Shannon
King, Judith Ann
Moldoveanu, Mirela

Fonds québécois de recherche sur la société et la culture Doctoral Scholarships

Lemyre, François Christian
Turcotte, Catherine

Canadian Physiotherapy Cardio-Respiratory Society Research Fellowship

King, Judith Ann

Ontario Respiratory Care Society Fellowship

King, Judith Ann

Awards and Distinctions

University Gold Medals

Aubut, Chantal (*Formation à l'enseignement*)
Gougeon, Linda (Teacher Education)

For the highest standing in each of the Teacher Education program and the *Formation à l'enseignement* program of the Faculty of Education.

University Silver Medals

Desrochers, Line (*Formation à l'enseignement*)
Wang, Lani (Teacher Education)

For the second-highest standing in each of the Teacher Education program and the *Formation à l'enseignement* program of the Faculty of Education.

Faculty of Education Support Staff Undergraduate Prizes

Cusson, Joanie (*Formation à l'enseignement*)
Vo, Tram Kim Thuy (Teacher Education)

For the students in the primary/junior or junior/intermediate division of each section who have demonstrated excellence in the practicum, initiative, willingness to improve their skills and sound professional preparation for teaching.

Ontario Secondary School Teachers' Federation Prizes

Bastien, Céline (*Formation à l'enseignement*)
Munroe, Nicole (Teacher Education)

For the students in the intermediate/senior division of each section who have shown the most outstanding qualities of scholarship, teaching ability and character.

Faculty of Education Support Staff Graduate Prize

Watt, Diane Patricia

For the students in the Master's in Education (MEd) program who have distinguished themselves in the comprehensive seminar.



Yves Herry

Vice-Dean (Research and Professional Development)

At the Faculty of Education of the University of Ottawa, research has multiple facets: from measurement and assessment in psycho-education to counselling and action research, or from applied linguistics to new curriculums, avenues of research are many and varied. Where research is concerned, the Faculty of Education had a very active and productive year.

"Excellence in research is a measure of growth and expansion. We are proud of the successes and achievements of our researchers, and of the professors at the Faculty of Education who won numerous awards and grants this year for the quality and relevance of their research projects."

Yves Herry, Vice-Dean (Research and Professional Development)

Faculty of Education Awards for Excellence

High-quality teaching and successful research are crucial to the future of the Faculty of Education and that of the University of Ottawa. In order to recognize the extraordinary contribution to teaching and research by its teaching staff, on March 9, 2004 the Faculty of Education marked the creation of three new awards for excellence in teaching and research by paying tribute to professors Donatille Mujawamariya, Judith Robertson and David Paré, who particularly distinguished themselves this year by the quality of their research and the exceptional nature of their contributions to teaching in their areas of study. At this first awards ceremony, the Faculty presented these professors with the Award for Excellence in Research, the Award for Excellence in Teaching, and the New Researcher Award respectively.

Award for Excellence in Research



Donatille Mujawamariya, PhD

Award for Excellence in Teaching



Judith Robertson, PhD

New Researcher Award



David Paré, PhD

Elementary School Reading and Arithmetic Strategies

Christine Suurtamm, professor at the Faculty of Education, is heading an innovative research project funded by the Ontario Ministry of Education that focuses on the development of elementary school reading and arithmetic strategies. The \$500,000 grant will make it possible to conduct in-depth research on the professional development of teachers and on the learning of reading and arithmetic by pupils at the elementary school level. This research project, anticipated to extend over two years, will provide an overall picture of the application of reading and arithmetic strategies in elementary schools throughout Ontario. The research project's four complementary components include surveys of principals and teachers, an analysis of the training program, and case studies to be carried out in schools in all parts of the province.

Leading-Edge Research in Guidance Studies and Counselling

During the 2003-2004 year, a new research unit on guidance studies and counselling was created. This unit brings together researchers and graduate students wishing to develop and transmit new theoretical and practical knowledge in these areas of study. The issues being studied range from basic career paths to life transitions and include violence in schools and methods of intervention in helping relationships. This new research unit focuses on students facing career choices, counsellors wishing to maximize the effectiveness of their intervention, and adults needing to adjust to change.

A Most Promising Young Researcher

Professor Andre Rupp, who joined the Faculty of Education in January 2003, was awarded a University Research Scholarship for his project entitled "Inferential Limits of Educational Assessments: Quantifying and Understanding Differential Generalizability for Multiple Populations". Set up by the Faculty of Graduate and Postdoctoral Studies in 1992, the University Research Scholarships program awards up to two bursaries each year to new professors in the humanities and social sciences, who are given the title of "University Research Scholar". This program's main objective is to recognize the most promising new researchers hired by the School of Management, the Faculty of Arts, the Faculty of Law, the Faculty of Education, the Faculty of Social Sciences, and the Faculty of Health Sciences and thus to help these young academics establish a research program during the first two years of their appointment at the University.



Education Research Fair

On Tuesday, September 16, 2003 and Wednesday, January 21, 2004, the Faculty of Education opened its doors to the student population and the university community, in order to present the research projects and achievements of its teaching staff. More than 200 people came to satisfy their curiosity and learn more about the various areas of study (including psycho-education, learning disorders, counselling, measurement and assessment, international development, and distance education) at the brand new Education Research Fair presented by the Office of the Vice-Dean (Research and Professional Development). A number of members of the Faculty of Education teaching staff were at the fair to present their research and answer visitors' questions.





Faculty of Education Support Staff Awards for Excellence

At a reception held in March 2004, the Faculty of Education paid tribute to the members of its support staff who particularly distinguished themselves in the course of their duties.

The purpose of the **Faculty of Education Support Staff Awards for Excellence**, created in 2003, is to recognize exceptional contributions by members of the Faculty's support staff. On the occasion of this first presentation of these awards, the Faculty of Education wished to highlight the remarkable contributions made by the following people.



Hélène La France Proulx,
Director, Administrative Services



Manon Racine,
Financial Officer



Claudette Vermette,
Administrative Assistant to
the Vice-Dean (Programs)

A Peerless Teacher



In 2003-2004, Professor Judith Robertson distinguished herself not once but three times, receiving three prestigious awards highlighting her excellence in teaching: the **2003 Faculty of Education Award for Excellence in Teaching**; the **2004 University of Ottawa Award for Excellence in Teaching**; and the **2004 Ontario Confederation of University Faculty Associations Teaching Award**, one of the most highly valued distinctions in teaching in Canada.

A member of the Faculty of Education since 1979, Judith Robertson hopes that her work will fuel dialogue on triangle among learning, textual forms and sociality, by bridging gaps, not only between teachers and researchers, but also between academic knowledge and knowledge in education.

In her research, Dr. Robertson hopes to influence both theoretical thought and practical curriculums and methods in teacher training. In teaching English-language arts and culture, she has always endeavoured to arouse in her students a passion for literature, literary life, and the humanizing role that expressions of culture can play.

Judith Robertson is a consummate educational counsellor and a true role model. She knows how to stimulate and sustain the intellectual curiosity of her students, who consider her a peerless teacher and an attentive mentor. An educator of great depth and unflagging enthusiasm, Dr. Robertson makes an immense contribution to the Faculty and gives it the benefit of her exemplary dedication.

Booming successes, a sparkling career and heartfelt tributes from colleagues and students notwithstanding, Dr. Robertson still has her feet on the ground, not losing sight of what matters most to her. "Receiving these awards makes me feel disconcerted and a bit embarrassed, but it is comforting to think that perhaps I have understood what good teaching means, and that perhaps I have done a good job," she says.

Capital Educators' Award

Professor Marielle Simon, director, Graduate Programs, French-language section, was among the 16 educators honoured for the excellence of their teaching at the third annual EduGala, held on May 27, 2004.

The Capital Educators' Awards, co-ordinated by the Ottawa Centre for Research and Innovation (OCRI), recognize educators currently employed by a publicly-funded elementary or secondary school, college, or university within the boundaries of the City of Ottawa.



Dr. Simon teaches courses in English and French on research methodology and measurement and assessment to students in the bachelor's, master's and doctoral programs in education. She was chosen from among over 400 candidates.

During the 2003-2004 year, the Faculty of Education introduced many new projects and initiatives aimed at deepening its commitment to the community and strengthening its relations with its partners. The exchange of ideas and information between the Faculty of Education and the outside community promotes the Faculty's development and has proven crucial to its growth. This exchange helps nourish the fundamental work of thought and analysis that gives meaning to teaching and to educational studies in general. The Faculty of Education encourages intellectual co-operation and the development of innovative joint projects.

Education Gala: Celebrating the French Community in Canada



The very first Education Gala, a formal evening event for stakeholders and specialists from communities in the minority French-language school environment, was held on Friday, October 24, 2003 in the ballroom of the Westin Hotel in downtown Ottawa. As a result of a February 2003 Think Tank at the Faculty of Education, the Faculty of Education launched *L'Institut des initiatives stratégiques en recherche et en développement* (ISRD), a French-language institute for strategic research and development initiatives aimed at meeting the need for concerted research in minority French-speaking community settings.

The Faculty of Education also took this opportunity to acknowledge the exceptional contribution to research and the advancement of French-language education in Canada made by three well-known figures: Claudette Tardif, retired Dean of *Faculté Saint-Jean* at the University of Alberta; the late Fernand Landry, lawyer, law professor at *Université de Moncton*, and Executive Director of the 8th *Sommet de la Francophonie*; and the late Roger Bernard, ardent defender of *Hôpital Montfort* in Ottawa and a former professor at the Faculty of Education of the University of Ottawa.

Robert Major, Vice-Rector (Academic) of the University of Ottawa, was honorary president of this event, while Jean-Luc Bernard, Director of education at the *Conseil scolaire de district du Centre-Sud-Ouest* acted as joint chair.



Forum on Special Education

On Wednesday, November 5, 2003, over 70 people met in Lamoureux Hall to take part in the forum on special education organized by the Faculty of Education.

The purposes of this forum, entitled "Desservir la communauté francophone de l'Ontario", were to define the challenges facing special education in French-speaking Ontario and to identify needs for professional training as well as research and development priorities in this area of study. Its specific objectives were to pinpoint steps to be taken and innovative projects to be introduced by the Faculty of Education and its partners, in order to expand resources and facilitate the exchange of information, and convergence of knowledge in this area.

Participants represented Ontario's 12 French-language school boards, the Ontario Ministry of Education, Laurentian University, *Cité collégiale*, *Centre Jules-Léger*, and numerous associations and teaching institutions.

Specialists and researchers in French-language special education in Ontario had not taken stock of their situation for over 10 years. A number of recommendations emerged from the discussions, particularly a recommendations on the importance of holding a national forum on this subject.

An urgent need to exchange information and work together was evidenced in the prompt formation by stakeholders from all parts of the county of a group that is already making preparations for a national forum on special education, to be held at the Faculty of Education of the University of Ottawa in November 2004. These plans show that the Faculty of Education's initiative has been warmly received.

Think Tanks: Productive Joint Efforts

In October 2003, the Faculty of Education, initiated a Think Tank aimed at strengthening relations between the Faculty and the English-language school environment, and providing an opportunity to exchange views on the future direction of the Faculty. Representatives of the Faculty, local school boards, the Ontario Ministry of Education, and teachers' associations attended the event, from which a number of themes emerged. At a follow-up meeting in March 2004, representatives of the school environment agreed to give priority to three issues: recruitment, retention and renewal of teaching professionals. In May, they agreed on a certain number of possible research projects related to these three issues and, in June, they drew up a plan to carry out some of these projects. This Think Tank has allowed the various stakeholders in the English-language school environment to co-operate in carrying out joint projects that will be of benefit to education in Ontario.

In October 2004, a second Think Tank was held, this time bringing together stakeholders from Ontario's French-language education community. This event followed up on the first French-language think tank, held in February 2003, which led to the creation of the Institut des initiatives stratégiques en recherche et en développement (ISRDE), a French-language research institute whose mandate is to provide minority French-speaking communities and their schools with the tools and information they need in order to make organizational, administrative and political decisions.

This reflective exchange highlighted a number of topics and issues, such as the commitment by the Faculty of Education to Ontario's French-speaking community, its role in research and professional development, the challenges of creating and delivering programs and services, community needs for research-action, and the creation of partnership networks.

2003 Holiday Season Art Contest

For its second edition, the holiday season drawing contest at the Faculty of Education broadened its horizons by admitting entries from Faculty staff members' children and grandchildren aged 5 to 10, and from Grade 1 pupils at four elementary schools near the University of Ottawa campus: *École élémentaire catholique Sainte-Anne*, *École élémentaire publique Francojeunesse*, Corpus Christi Elementary School, and Viscount Alexander Elementary School.

Genuine masterpieces were produced by 72 young artists. Art aficionados were able to view the works at a party held on December 11, 2003, at which three prizes were awarded in each of the age groups (5 to 7 years, and 8 to 10 years). And there were goodies and surprises! The drawings by Yasmina Diabaté, 5, and Chloé Brabant, 8, were chosen to illustrate the Faculty's official greeting cards.

1st PRISE
age groupe 5 to 7



Yasmina Diabaté - 5 years old

1st PRISE
age groupe 8 to 10



Chloé Brabant - 8 years old



Foundation: April 10, 1967

Campuses:

- ❖ **Ottawa (Lamoureux Hall)**
- ❖ **Toronto (Glendon College)**
- ❖ **Windsor (École L'Envolée)**

Undergraduate registrations

- ❖ Formation à l'enseignement: 422
- ❖ Teacher Education: 631

Bachelor's degree

- ❖ Formation à l'enseignement: 400
- ❖ Teacher Education: 625

Graduate registrations

- ❖ M. Éd. (French-language section)
 - Summer 2003: 108
 - Fall 2003: 134
 - Winter 2004: 150
- ❖ MEd (English-language section)
 - Summer 2003: 185
 - Fall 2003: 247
 - Winter 2004: 214
- ❖ M.A. Éd. (French-language section)
 - Summer 2003: 7
 - Fall 2003: 7
 - Winter 2004: 9
- ❖ M A Ed (English-language section)
 - Summer 2003: 12
 - Fall 2003: 18
 - Winter 2004: 21
- ❖ Doctorate (French-language section)
 - Summer 2003: 14
 - Fall 2003: 20
 - Winter 2004: 21
- ❖ Doctorate (English-language section)
 - Summer 2003: 37
 - Fall 2003: 46
 - Winter 2004: 47

Registrations in Professional Development Programs

- ❖ **Additional Qualifications (AQ)**
 - Summer 2003: 938
 - Fall 2003: 469
- ❖ **Additional Basic Qualifications (ABQ)**
 - Summer 2003: 178
 - Fall 2003: 14

Support and Teaching Staff

- ❖ Support staff: 57
- ❖ Regular faculty: 54
- ❖ Part-time faculty: 229
- ❖ Secondments: 8
- ❖ Replacement and guest professors: 4



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