- the prospective teacher candidate has failed to complete one or more courses successfully;
- there is evidence that the prospective teacher candidate is unable to deliver the quality of instruction normally expected of teacher candidates at the level and in the subject concerned;
- there is evidence that the prospective teacher candidate has violated the Professional Code of Conduct of the New Brunswick Teachers' Association and/or the *New Brunswick Education Act*;
- the prospective teacher candidate does not provide a current and appropriate vulnerable sector/criminal record check;
- the prospective teacher candidate has not passed the official test on Policy Statement 701 and Child Victims of Abuse and Neglect Protocol (created by the School of Education and approved by the Department of Education and Early Childhood Development in accordance with the Education Act (S.N.B. 1997, c. E-1.12).

**Withdrawal/Dismissal from the Field Placement and Bachelor of Education Program**

The School of Education may recommend to the Vice-President (Academic & Research) the withdrawal/ dismissal of a teacher candidate from a placement in the field (public school) if:

- there is significant evidence that the teacher candidate is unable to meet the requirements of completing a successful field placement;
- there is evidence that the teacher candidate has not met the requirements of the *NB Standards of Practice for Initial Teacher Education Programs* and the *Bachelor of Education Field Placement Handbook;*
- the teacher candidate fails to adhere to the attendance policy as outlined in the Bachelor of Education Field Placement Handbook;
- the teacher candidate violates the New Brunswick Teachers' Association Code of Conduct, and/or the *New Brunswick Education Act* and/or its associated policies;
- the teacher candidate fails to attend or choose to leave the assigned field placement without approval of the School of Education.

**Process for Dismissal from the School of Education**

The recommendation for dismissal will be brought to the entire School of Education faculty. After this meeting, a recommendation for dismissal or withdrawal may be made to the Vice-President (Academic & Research) with copies to the Registrar and teacher candidate. At the dismissal or withdrawal meeting with the teacher candidate, a SRC Student Advocate may be present. A dismissal or withdrawal will result in no graduation, no certification, and removal from the Bachelor of Education program.

Teacher candidates who have been dismissed from the Bachelor of Education program may appeal to the Senate Admissions and Academic Standing Committee by contacting the Registrar's Office.

# D. Courses

## Core Courses

### Pedagogical

**EDUC-5903. Classroom Management**

Research has shown that classroom management strategies have a dramatic impact on the learning environment. Several very different schools of thought regarding classroom management are discussed. Emphasis is placed on course participants developing a personal

proactive approach by extracting and merging effective strategies from many sources.

**EDUC-5913. Assessment and Evaluation**
This course examines the connections between assessment, curriculum and classroom instruction. Topics will address past and current practices in the evaluation of student achievement, including various epistemological orientations. Teacher candidates will develop an understanding of how to plan and implement a diverse range of both formative and summative assessments. There is a focus on constructing effective classroom assessments to support student learning through the provision of ongoing feedback as well s effective grading and reporting practices..

**EDUC-5923. Differentiated Instruction**
The course is planned as a series of professional development workshops. Through reading, discussion, case studies, activities and assignments the course is designed to increase an understanding of student differences, of learning and thinking and to develop strategies related to differentiation. The course process includes developing and applying differentiated approaches intended to facilitate learner success. The purpose of this course is to help the pre service teacher develop other visions of how classrooms operate when the goal is open-minded teaching and learning. Differentiated instruction strategies enable the teacher to plan for academic diversity in order to reach every learner. The topics include learning theories, beliefs about diversity, constructivist research, student choices in activities and assessments, learning styles, Bloom's taxonomy, multiple intelligences, flexible grouping, tiered lessons, grading and managing the differentiated classroom.

**EDUC-5933. Culture and Schooling**
This course examines the major issues related to schools that function in a complex society. Both local and global aspects of the schooling will be addressed from a philosophical and sociological perspective. Gender issues, economic factors, human rights, multiculturalism, peace, social justice, and the environment will be studied to understand their impact on education and vice versa.

**EDUC-5943. Teaching Exceptional Learners in the Elementary Classroom**
An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, speech and language differences, pervasive development disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the elementary classroom and the psychology of exceptional learners.

**EDUC-5953. Theories in Human Development and Classroom Learning**
This course explores the major theoretical principles upon which education for children and adults may be based. It also examines the notion of 'normative' characteristics of learners as well as current trends in the application of theory to classroom situations.

**EDUC-5983. Teaching Exceptional Learners in the Middle/Secondary School**
An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, behavioural disorders, giftedness, intellectual disabilities, speech and language differences, pervasive development disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the middle/secondary school and preparing them for a transition to workplace and community as well as the psychology of exceptional learners.

**EDUC-5993. Exceptional and Differentiated Education**
The course provides an overview of issues associated with specific student groups, including students with various exceptionalities and or academic abilities. This includes but is not exclusive to students with developmental or learning disabilities (as part of or in addition to an individualized program plan), students who are gifted, English Language learners, and students who are at risk for leaving high school before completion. Through a combination of the study of recent research and an examination of theory and differentiated practice within the New Brunswick school context, the course offers pre- service teacher opportunities to use curriculum –specific perspectives while co- constructing instructional and assessment strategies, for teaching all students.

### Professional

**EDUC-5963. School Law, Teacher Ethics and Professional Conduct**
This course is an examination of the role of the professional in a public school setting. It involves the study of teaching and the law, professional conduct and ethics, and the teacher's role as a member of a self-regulating profession. Topics addressed will include the UN Convention on the Rights of the Child, Canadian Constitution (focus on the Charter of Rights and Freedoms), New Brunswick Education Act & its Policies and Regulations, Family Services Act (pertinent educational sections), and the NBTA Code of Ethics. Students will also collaborate to research a variety of topics in case law.

**EDUC-5973. Integrating Technology in the Classroom**
The intent of this course is to develop comprehensive skills, knowledge and understanding of current educational technologies. Opportunities for teams to integrate technology while developing basic technical skills will result in resources for teaching in a particular subject area. Individuals will also develop an electronic portfolio to showcase their professional growth and development.

## Middle/Secondary Majors & Electives

### French Second Language

**EDUC-5153. French Second Language Methods: Classroom Instruction that works with Elementary School Learners**
This course presents theories of second language acquisition, current trends in the field of second-language teaching and learning, and their application to the teaching of French in a communicative and interactive approach at the kindergarten to grade eight levels. Students will develop lesson units, engage in peer-teaching, and integrate technology into their teaching. Students will participate in discussion, work with case studies, research issues in second language education using current professional journals and resources. Attention will be given to developing an understanding of the importance of teaching developmentally. Students will learn about the role of age and social/psychological factors in language acquisition, the benefits of early language learning and the characteristics of the elementary school learner. This course aims at providing solid advice, information and guidance to French Second Language teachers so that they may use a wide variety of approaches and techniques designed to involve students actively in language learning and use. Students are required to have a minimum proficiency of Intermediate Plus on the New Brunswick French Oral Proficiency scale to register for this course.

**EDUC-5163. French Second Language Methods: Implementing Classroom Instruction that Works at the Middle and High School Levels**
This course presents theories of second language acquisition, current trends in the field of second language teaching and learning, and their application to the teaching of French in a communicative and interactive approach at the middle and secondary levels. Students will develop lesson units, engage in peer-teaching, and integrate technology into their teaching. Students will participate in discussion, work with case studies, research issues in second language education using current professional journals and resources. Attention will be given to the teaching and assessing of listening, reading, writing, speaking and cultural understanding. This course aims to provide solid advice, information and guidance to French Second Language teachers so that they may help their students recognize that French is not only a means of communication but also a portal to future opportunities. Students are required to have a minimum proficiency of Intermediate Plus on the New Brunswick French Oral Proficiency scale to register for this course.

**EDUC-5563. French Immersion Methods**
This course explores the methods used to teach school subjects through the medium of French as a second language. The primary focus will be the integration of content instruction with opportunities for student to become proficient in French. The course also provides an overview of the historical development of immersion education in Canada and of current research on immersion. Students are required to have a minimum proficiency of Advanced under New Brunswick French Oral Proficiency Scale to register for this course.

## Language Arts

**EDUC-5423. Middle School Literacy and Language Arts Methods**
This course continues the development of the pre-service teacher's knowledge base with regard to designing the language arts programme in the elementary and middle level. Topics include the comprehension and response to literature, content area reading, study skills, and making connections between reading and writing. This course provides a framework for the beginning teacher upon which to base logical reflective decisions concerning learning experiences, instructional techniques, and assessment strategies.

**EDUC-5813. Secondary English Methods**
The Secondary English methods course exposes pre-service teachers to the elements that support "current methods of teaching literature to middle and high school students" (2011). The course text provides a framework for examining methods based on a social constructivist premise. The course will also expose pre-service teachers to recent adolescent literature. Learning outcomes in the course include: designing and participating in book club discussions, developing units of literature instruction, writing about assessment and evaluation for the secondary English classroom, understanding curriculum outcomes for secondary English lessons and other topics that we encounter during the course. Students in the course will be asked to consider what they value in literature instruction, what they believe about individual differences, how the reading abilities of their students affects their teaching, planning and assessment. Subsequently students in the course will consider and design planning models for effective instruction.

## Math/Science

**EDUC-5833. Teaching Secondary Math & Science**
Course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based math and science lessons for high school students. By examining various math and science education resources, developing and practicing lesson presentations, and reflecting on learning through discussion and writing, the course participants will gain a greater level of mathematics and science content knowledge and a wider array of teaching strategies for the topics in high school math and science. This course is primarily intended for Math and/or Science majors.

**EDUC-5863. Methods in Science Education (Grades 6 to 10)**
This course will focus on the Atlantic Canada Science Curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based science lessons of the constructivist learning model for middle level and early high school students. Particular focus will be placed on the use of analogies, simulations and discrepant events in the development of explanatory models. A science background is an asset but is not essential.

**EDUC-5873. Methods in Mathematics Education (Grades 6 to 10)**
This course will focus on the provincial mathematics curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for middle level and early high school students. Particular emphasis will be placed on the use of manipulatives and various models in the development of problem solving skills. A mathematics background is an asset but is not essential.

**EDUC-5883. Teaching Secondary Science**
This course will focus on the Atlantic Canada Science Curriculum for grades 9 to 12. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based science lessons of the constructivist learning model for high school students. Particular focus will be placed on the examination of the Next Generation Science Standards for high school science as they apply to the curriculum documents for the current high school science courses. This course is primarily intended for science majors.

**EDUC-5893. Teaching Secondary Mathematics**
This course will focus on the provincial mathematics curriculum for grades 9 to 12. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for high school students. Particular emphasis will be placed on the examination of the NCTM standards for high school mathematics as they apply to the curriculum documents for the current high school math courses. This course is primarily intended for math majors.

## Social Studies

**EDUC-5633. Methods in Teaching History at a Secondary Level**
Methods and strategies of teaching history at the secondary level are the focus of the course. A strong emphasis is on awareness of the place of history teaching in the curriculum. Course participants explore and develop a variety of active learning activities. A history background or broad historical knowledge is an asset.

**EDUC-5843. Methods in Middle/Secondary Social Studies Education**
This course is an introduction to instructional strategies and methods for teaching social studies. The course intends to help pre-service teachers integrate their knowledge of social studies with educational best practices. The areas of social studies focus are geography, history, political science, and economics.

## Elementary Majors

**EDUC-5413. Elementary School Reading and Language Arts Methods**
The course will focus on current approaches to reading and language arts instruction. This includes becoming aware of the influence of theories of reading and literacy. You will begin to lay the groundwork for your own effective language arts practice by designing and developing curriculum resources and materials for use in the classroom. You will be expected to review and utilize the New Brunswick Curriculum English Language Arts documents (found online) and your course notes and required texts in your planning and preparation of lessons and activities for this course. The spotlight is on reading and the processes of writing, listening, thinking and comprehension in the elementary classroom.

**EDUC-5433. Elementary School Math Methods**
Elementary mathematics is an introduction to the context and strategies of elementary mathematics (K-8). This course does not require a strong mathematics background. The emphasis will be on content as well as on doing mathematics. Students will be encouraged to be involved in problem solving and exploring mathematical concepts by developing ideas from the concrete to the abstract level, and by developing multiple representations of mathematical ideas. Content topics include pre-number concepts, numeration and place value, whole number operations, number theory, and geometry.

**EDUC-5443. Art and Music Education for the Elementary Classroom Teacher**
This modularized course will introduce two elements of the elementary major: art and music. Existing curricula in these fields will be examined; students will be given opportunities to plan and present lessons that meaningfully integrate art and music into other areas of the elementary curriculum.

**EDUC-5453 Physical, Health, and Wellness Education in the Elementary School**
This course will develop B.Ed. students' knowledge and understanding of the nature of the discipline of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. This is an introduction to PDWHPE in primary schools that examines health and movement issues relevant to the primary-aged child in today's society.

**EDUC-5473. Science for Elementary Children**
The nature and purpose of science education are explored. Effective use of minimal time allotted to this discipline at the elementary level is the main focus. One of the primary tasks to be undertaken is the construction of discovery-based learning centres as well as appropriate assessment tools. Students will be given the opportunity to experience the dynamics of constructivist science learning with a special emphasis to cross-curricular extensions. Time will be spent exploring student record keeping strategies which compliment a guided inquiry-based approach.

**EDUC-5613. Methods in Elementary Social Studies Education**
This course focuses on investigating elementary school (K-5) social studies teaching methods. The course intends to help pre-service teachers articulate a conception of social studies education and its goals. The main areas of social studies focus are geography, history, political science, and economics and the social aspects of health education. The course design assumes that all teachers strive to engage students in meaningful experiences that bridge the study of social studies concepts with the community of learners in the classroom.

## Electives

**EDUC-5003. Sociology of Education**
The focus of this course will be on the nature of the relationship between school systems and the broader societies of which they are a part. This will be done with two purposes in mind (1) to determine both the structural configuration and the functions of education in contemporary society of and (2) to demonstrate the effects of this relationship on the internal functioning of schools. Accordingly, we shall examine a variety of theoretical perspectives whose intent is to conceptualize the school-society connection. Of particular concern will be structural functional- ism, cultural reproduction theories, and theories of correspondence. Each will be considered in some detail, especially in terms of the constraints and limitations placed on education by the social structure.

**EDUC-5103. Teachers and Human Rights: Issues and Perspectives**
The course introduces participants to the origins of modern human rights laws, by reviewing philosophies, rights instruments, and the ensuing tensions and perspectives located in educational systems of the 21st century. The purpose and main focus of this course is to increase students' knowledge and understanding of human rights in relation to their chosen field of study. The course will illuminate key human rights concepts, practices, specific human rights problems, and human rights standards.

**EDUC-5113. Alternative Schooling Pedagogies**
Participants will explore a range of alternative pedagogies used to teach students in non-traditional schools including long established philosophies such as Waldorf, Montessori and current trends in addressing the learning needs of students who do not attend, have different interests/needs, or who have disengaged with traditional schooling. Topics may include *International Baccalaureate*, Charter, and Private schools, as well as other alternative educational settings with focus on the sociocultural dimensions of learning that underpin these contexts.

**EDUC-5123. Topics in Education**
This course is designed to respond to changes in the educational system and the needs of students. Topics vary from year to year.

**EDUC-5133. Shared Leadership**
This course focuses on teacher leadership. It begins with an examination of traditional roles of the principal as a school leader. Students will then examine the concepts and practices of school improvement and the essential role of teacher leadership in this process. The cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed and students will analyze reciprocal learning processes that build the authentic relationships required to develop sustainable, self-renewing schools.

**EDUC-5143. The Professional Learning Community**
This course examines schools as learning organizations. It focuses on the philosophical and operational changes essential for the transformation of schools from the traditional bureaucratic paradigm to a learning community approach. Students will analyze case studies to determine how PLC implementation and sustainability are successfully achieved. The final assignment prepares students in the development and delivery of a workshop on professional learning communities for their peers.

**EDUC-5173. Introduction to Second Language Acquisition**
This course introduces students to the field of second language acquisition and research. The course covers issues such as the effect of the age at which a second language is learned on the learner's rate of acquisition and attainment profile, the influence that the first language exerts on the acquisition of a second and the impact of internal and external variables on second language acquisition and development. Knowing and understanding the stages of second language acquisition and their characteristics are critical for effectively differentiating instruction for second language learners. Similarities and differences between first and second language acquisition will be examined. Current issues and research findings related to the teaching and learning of second languages inside second language classrooms will also be discussed.

**EDUC-5243. Early Years Education: Contemporary Theory and Practice**
This is an education course intended primarily for elementary education students. The purpose of the course is to introduce educators to contemporary thinking about and educational practice with young children. The course examines and focuses on how children play, relate, live and learn in early years educational settings. The participants in the course will further investigate theories and practice fundamental to early years education through observation and documentation. Class members will also design and implement purposeful projects for use with young children in pre- school and primary settings.

**EDUC-5493. Social Justice Literature K to 12**
This course explores contemporary literature for the K-12 classroom, with a specific focus on social justice. Theories of reading as a means of understanding experience, such as literary empathy, will be studied and enacted. Learners in this course will build their personal repertoire of text recommendations for young people through applied reading and response activities. The emphasis is on developing theoretically informed reading habits, critical literacy, and actionable curriculum and instruction practices.

**EDUC-5513. Teaching English as a Second Language**
This course offers an exploration of methods and issues related to teaching English as a second language in a variety of contexts (e.g. overseas, mainstream public school instruction, courses for newcomers to Canada, intensive English programmes). It offers students a great understanding of the structure of the English language. The major focus of the course will be current approaches to language teaching, with an emphasis on communicative, task-based, and content-based methods. Attention will be also be devoted to such social issues as learner identity and the role of English in the world.

**EDUC-5523. Theatre in Education**
This course will introduce students to the Theatre in Education (TIE) movement and invite them to explore the use of theatre for educational purposes. Besides reading about and discussing current practices, participants will have the opportunity to produce a performance/workshop on a topic of interest for a select population. The devising will emphasize interactive theatrical strategies for generating and integrating audience input.

**EDUC-5543. Catholic Religious Education**
This course is designed to offer both examples of curriculum and methods of instruction to the prospective teacher of the Catholic religion. This will entail an examination of some core of Roman Catholic theological concepts, approaches to scriptural interpretation. Catholic social teachings, sacramental theology and liturgical preparation as well as those teaching techniques which are appropriate to a critical praxis methodology. Perspectives on ecumenism and inter- faith dialogue will also be examined.

**EDUC-5553. Technology Education (K-10)**
The course examines how technology is taught at the elementary, middle and secondary levels. At the elementary level technology in integrated into other discipline areas, and at the 6 to 10 grade levels technology is a focus of the MSTE (Middle School Technology Education) and BBT (Broad-Based Technology) courses. A study of technology curriculum, instructional planning, and research in new areas of technology integration will be the focus of the course

**EDUC-5573. Introduction to Physical Geography**
This course will provide students with background information on physical geography that they will be able to integrate with Science, History, Social Studies, Language Arts, and other subjects at the elementary, middle school and high school level as they develop lesson plans to deliver the prescribed curricular outcomes. Physical geography studies the processes at work in the physical environment - its weather, climate, rocks, landforms, soils, and ecosystems. As well the impact of the physical environment upon humans and the impact of humans and their activities, locally and globally, on the physical environment are important issues that will be examined. Local environmental issues such as waste management, air and water pollution, and forestry, fishery and mining issues, will be important aspects to be included in the lesson plans that will be developed.

**EDUC-5583. Experiential Methods in Music Education**
Students will be introduced to three experiential methods of music education: the Orff, Kodaly and Dalcroze methods. Elements of musical expression will be actively explored through singing, playing instruments, moving, improvising, composing, and directed listening. Participants will develop a basic music literacy and learn how to sequence rhythmic and melodic material for teaching purposes. The potential of global or world music to teach the Elementary Music Curriculum will be examined.

**EDUC-5593. Climate Change Education: Awareness, Accountability, & Action**
Climate change is one of the defining issues of our time. It is vitally important that the public education system, and teachers in particular, are positioned to educate and empower K-12 students to lead efforts for reversing climate change and its devastating impacts on the planet. The course aims to support and inspire teacher candidates to use innovative forms of climate change education to foster awareness, accountability and action in their classrooms, schools, and communities.

**EDUC-5803. Secondary Physical Education**
This course will provide an overview of the curriculum for Secondary Physical Education in New Brunswick which emphasizes "Knowing, Doing and Valuing". Students will obtain the knowledge and experience to enable them to administer the provincial curriculum at the secondary level. The curriculum includes three components: Doing, which involves demonstration and assessment of movement skills and concepts; Knowing, understanding

the principles and concepts of a healthy lifestyle; Valuing, developing positive personal and social behaviours to sup- port the pursuit of a healthy lifestyle. Other areas such as risk management, coaching and intra- mural programming will be examined to round out the skill set needed to teach at the secondary level.

**EDUC-5823. Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines**
This course uses an interdisciplinary approach to exposes teachers to writing across disciplines. Based on the belief that writing is a significant indicator of academic success, the course stresses the importance of communicating ideas and information in all subject areas. It will enable teachers to demonstrate and model good writing across various curricula. It is designed for every teacher who wishes to learn how to improve student writing.

**EDUC-5853. Drama Across the Curriculum**
This course will explore how drama can be used as a pedagogical tool in the classroom, particularly at the secondary level. In addition to learning basic drama skills, students will become acquainted with theatrical forms and conventions that are used to explore educational content in curricular areas such as language arts, social studies, science, etc. Participants will have the opportunity to create and fine-tune their own educational drama lessons. Discussions will include classroom management issues that arise when running a drama class.

## Field Experience

**EDUC-5015. Field Placement**
The field placement consists of a minimum of fifteen weeks. There are four days of school visitation and two separate placements in a K-12 school setting. Placement is made by the School of Education in accordance with the policy in the St. Thomas University Calendar and the BEd Field Placement Handbook. All field placements will be conducted in the Province of New Brunswick

## Education Plus (Education Institute)

**EDUC-5553. Technology Education (K-10)**
The course examines how technology is taught at the elementary, middle and secondary levels. At the elementary level technology in integrated into other discipline areas, and at the 6 to 10 grade levels technology is a focus of the MSTE (Middle School Technology Education) and BBT (Broad-Based Technology) courses. A study of technology curriculum, instructional planning, and research in new areas of technology integration will be the focus of the course.

**EDUC-5703.Contemporary Mathematics Concepts for Elementary Educators**
This course will focus on the "Big Ideas" of how children in grades K-5 develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course, participants will develop a greater level of mathematics concept and content knowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in elementary classrooms.

**EDUC-5713. Contemporary Mathematics Concepts for Middle Level Educators**
This course will focus on the "Big Ideas" of how students at the middle level develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course,

participants will develop a greater level of mathematics concept and content knowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in middle level classrooms.

**EDUC-5723. Contemporary Science Concepts for Elementary Educators**
This Education Institute course is intended for practicing elementary school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 5. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

**EDUC-5733. Contemporary Science Concepts for Secondary Science Educators**
This Education Institute course is intended for practicing middle level and early high school science teachers and focuses on the instructional units of the Atlantic Canada Science Curriculum for grades 6 to 10. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

**EDUC-5823. Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines**
This course uses an interdisciplinary approach to expose teachers to writing across disciplines. Based on the belief that writing is a significant indicator of academic success, the course stresses the importance of communicating ideas and information in all subject areas. It enables teachers to demonstrate and model good writing across various curricula. It is designed for every teacher who wishes to learn how to improve student writing.

**EDUC-6113. Introduction to Classroom Action Research**
This is a first of two action research courses. Participants in the course will examine the use of action research methodology to investigate problems of professional practice and their solutions.

**EDUC-6123. Conducting Classroom Action Research**
Each participant will conduct classroom research to answer questions posed in EDUC 6113 and to produce a formal, written document which describes the research question, the research on similar topics, the methodology used, and the results and conclusions. Prerequisite: EDUC 6113.

**EDUC-6133. Shared Leadership**
This course examines the evolution of school administration and the roles expected of the principal as a school leader. Students will examine the requirements for school improvement and the disjunction between current leadership and improvement goals. Cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed. Students will apply the leadership skills of trust building, team building, conflict resolution, change agency, and decision making to the development of teacher leadership. The capstone assignment will focus on a practical plan to improve leadership capacity within the school/district.

**EDUC-6143. The Professional Learning Community**
This course examines schools as learning organizations. It focuses on the philosophical and operational changes essential for the transformation of schools from the traditional

bureaucratic paradigm to a learning community model. Topics include teacher collaboration in lesson planning, instructional practices and assessment. Students will be expected to complete an analysis of their own school in which they identify the barriers to implementing the professional learning community model and submit a paper outlining both their analysis and plans for transforming their school culture and operations.

**EDUC-6153 - Assessment as an Instructional Practice**
This course examines assessment in a broad context with a focus on the role that assessment plays in improving instructional strategies and student motivation. Students will review current research on assessment practices and how mental models of assessment impact decisions that drive classroom and school operations. Daily assignments will lead students to examine the shifting educational beliefs and values as schools wrestle with the expectations of skills, knowledge and dispositions required for the 21st Century. The primary focus of discussions will be the transition of assessment as post-instructional system of sorting and ranking students to one that incorporates strategies before, during and after instruction to maximize student learning. The major assignment will focus on transforming the traditional assessment approach to a system that improves student achievement by addressing readiness, intervention and motivation for learning.

**EDUC-6233. Curriculum and Instruction for Gifted Learners**
This course involves the study of differentiated curriculum and instruction for gifted learners. The course will focus on key content, process, product, concept and implementation issues in working with the gifted in various domains of inquiry. Additionally, curricula accommodations/modifications for those gifted students with additional learning needs or differences will be examined. Prerequisites: EDUC 5243/5253 or equivalent; EDUC 5233; and EDUC 6253.

**EDUC-6243. Creativity and Cognition in Gifted Education**
This advanced course focuses on the theory, research, and application of creativity in education and other learning contexts. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products. Prerequisites: EDUC 5243/5253 or equivalent or EDUC 5233; EDUC 6233; and EDUC 6253.

**EDUC-6253. Introduction to Gifted Education and Talent Development**
This course offers practical methods and strategies for challenging the most able students in the inclusive setting and beyond. Research-based standards for teacher preparation in gifted education will provide a framework as set out by the American National Association for Gifted Children and the Council for Exceptional Children. Drawing from historic, as well as current theory and practice, this course will enable educators to meet the diverse needs of their gifted and talented students.

**EDUC-6503. Teaching For and About Human Rights**
This course is offered during Education Institute designed for B.Ed. students, teachers, practicing teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge in the human rights field.

**EDUC-6633. Teaching Elementary & Middle Level Mathematics**
This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the "Big Ideas" of how children in grades 3-8 develop mathematically, with a primary focus on Number Sense and Operations. The intent of the course is for participants to develop a greater level of mathematics concept and contentknowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in elementary and middle level classrooms.

**EDUC-6733. Teaching Elementary & Middle Level Science**
This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 8. The intent of the course is for participants to develop the content mastery, and pedagogical skills necessary to foster engaging, inquiry-based science lessons for their students.

**EDUC-6823. Writing Across Disciplines: Critical and Multiple Perspectives**
This Education Institute course is intended for educators and other professionals interested in writing across various disciplines. Based on understandings of writing in academic, workplace, and personal contexts, this course recognizes the importance of communicating ideas and information in multiple ways. Students will draw on theoretical understandings and engage in practical exercises designed to create a foundation for strong writing skills. Participants will learn to identify and model good writing across various curricula and contexts.

**EDUC-6853. Drama as a Way of Knowing**
In this course, students will explore the medium of drama to understand how this complex expressive form may embody and transform our knowledge about the world in which we live. Course readings, seminars, and drama experiences will provide participants with the opportunity to examine the challenges of integrating drama or any of the arts into existing curricula and to practice using drama as a way of knowing in their own teaching. Drama as a means of collecting data or reporting findings in qualitative research will also be discussed. Prerequisite: EDUC 5853, or the permission of the instructor, since some experience/comfort level with drama is necessary.

**EDUC-6903. Teaching Internationally: Perspectives & Practice**
This Education Institute course is intended for anyone interested in international teaching. Historical and contemporary perspectives will contextualize student learning about the types of international education, the policies underpinning them, and the communities they serve. A range of issues will be covered, and provide individual inquiries into (a) opportunities for teaching internationally, (b) curriculum, pedagogy, and practice in the lives of international educators, and (c) theory and research relevant to the field of international education.

*Note: Not all courses listed are offered each year. Please consult with the Director, School of Education for more information about current and planned course offerings.*