

sector/criminal record check

- the prospective teacher candidate has not passed the social test on Policy Statement 701 and Child Maltreatment 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 §. 1997, c. E12)

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

The School of Education may recommend to the Vice-President (Academic & Research) the

ment, 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 as 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. Educational Psychology I

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 stu-

dents 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

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

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.

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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 functionalism, 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

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-5233. Educational Psychology II

This course will be offered as a seminar class. Our focus will be the examination of brain-based research and about how this research impacts classroom instruction. The opening topics will deal with personality and temperament. We will then focus on the impact of current scientific studies on teaching and learning. You will be expected to research, report, and workshop on one of the following topics that examine our understanding of how the brain functions: emotion and learning, the speaking brain, the reading brain, the mathematical brain, the calculating brain, the computing brain, and the creative-artistic brain. The final topic will be a discussion on the future impact of scientific research on educational practices.

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-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

EDUC-5853. Drama Across the Curriculum

This course will explore how drama can be used as a pedagogical tool in the classroom, paross the Curriculum

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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 expecta-

tions 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 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 and middle level classrooms.

EDUC-6733. Teaching Elementary and 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.

Prerequisite: EDUC 5853, or the permission of the instructor, since some experience/comfort level with drama is necessary.'

