

- 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

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*Standards of Practice for Initial Teacher Education Programs and the Teacher Candidate Handbook*;

- the teacher candidate fails to adhere to the attendance policy as outlined in the Teacher Candidate 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 chooses 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.

## Core Courses

### **EDUC-5213. Indigenous Education & Reconciliation**

This course supports teacher candidates' understanding of Indigenous Education for the K-12 classroom, with a specific focus on reconciliation. Teacher candidates will gain understanding of the Truth and Reconciliation Commission (TRC), Residential Schools, and Indigenous perspectives and knowledges. Learners in this course will build their personal knowledge of issues and resources pertaining to Education for Reconciliation locally and nationally. The emphasis is on creating awareness, decolonizing curricular decisions, and creating actionable practices for the classroom.

### **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 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. 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



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.

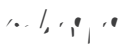
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**EDUC-5423. Middle School Literacy and Language Arts Methods**

This course supports the development of the pre-service teacher's knowledge of the language arts programme at the middle level. Teacher candidates will gain an understanding of the language arts, study evidence-based practices, and develop practical skills. A range of instructional strategies, methods, and modes for supporting literacy and language arts across the curriculum will be explored. This course provides a framework for beginning teachers to base logical reflective decisions concerning curriculum decisions, learning experiences, and assessment strategies appropriate for the middle level.

**EDUC-5813. Secondary English Methods**

This course provides pre-service teachers with methods and skills for teaching English at the secondary level. Topics in the course include designing and developing lesson plans and units of instruction, assessment and evaluation for the secondary English classroom, curriculum outcomes for secondary English, and contemporary multiliteracies. Through active engagement with current research and practice, course participants will work individually and collaboratively to develop effective practices for teaching English Language and literature at the secondary level.



### **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

### **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**

This course focuses on current research, evidence, theories, and approaches to teaching language arts in elementary classrooms. Teacher candidates will gain a greater understanding of the processes involved in learning to read, the essential elements of reading instruction, and the pedagogical practices that support reading acquisition. In addition, teacher candidates will build competencies in the use of exemplary instructional practices to teach writing. Throughout the course, teacher candidates will design and prepare literacy-based lessons, resources, and materials for use in the teaching of language arts classes and across the elementary.

### **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 course will introduce two elements of the elementary major: [VisuTj arlas0 328.en/T11\\_1 Ristse9c4tA...](https://www.visu.edu/education/elementary)



### **EDUC-5613. Methods in Elementary Social Studies Education**

This course focuses on the prevalent themes of social studies education and explores elementary school (K-5) social studies with a focus on geography, history, political science, and economics and the social aspects of health education. Through the study of instructional practices, teacher candidates will design meaningful, interdisciplinary learning experiences that develop students' competences in subject matter and foster critical skills needed to understand practical and ethical issues that face communities. The course intends to help teacher candidates articulate a conception of social studies education and its goals while exploring a variety of strategies that promote respect for diversity and foster democratic learning 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 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 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 an Additional Language**

This course examines constructs and pedagogical practices involved in teaching language learners in various second and additional language learning contexts/programs (ex. immersion, submersion, sheltered, intensive, revitalisation, and language minority contexts). Current approaches and concepts related to language teaching will be examined such as cross-linguistic transfer, comprehensible input, taskbased instruction, intercultural competencies, language complexity and differentiation, corrective feedback, learner identity, and proficiency. Teacher candidates will work on specific instructional and assessment strategies that support language comprehension and production in language and content-based classes.





### **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 interac-



### **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 support 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-171hours1da(oursos10 (ey I0JET**

undergraduate preparation and the professional practice of teaching. Students choose two of three focus areas-Literacy, French Second Language, or Numeracy-to support their preparation for a career in teaching. Please note: this course is not for credit towards the BEd program. Prereq: completed two-years of study.

### **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 is 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-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-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-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.*